

REQUEST FOR APPLICATIONS PUBLIC CHARTER SCHOOLS GRANT PROGRAM

CHARTER SCHOOL START-UP GRANTS

and

CHARTER SCHOOL DISSEMINATION GRANTS

**Statements of Intent Due
May 27, 2003**

**Applications Due
June 27, 2003**

California Department of Education
School Fiscal Services Division
Charter Schools Office
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I. INTRODUCTION

A charter school is a public school and may provide instruction in any of grades K-12. A charter school is usually created or organized by a group of teachers, parents, and community leaders or a community-based organization, and is usually authorized by an existing local public school district board or county board of education. Specific goals and operating procedures for the charter school are detailed in an agreement (or “charter”) between the sponsoring board and charter organizers.

California’s charter school law was first enacted in 1992 (Chapter 781, Statutes of 1992) and is known as the Charter Schools Act. The Charter Schools Act has been amended several times since 1992, most significantly by AB 544 (Chapter 34, Statutes of 1998). In addition, a charter school funding model was enacted as part of the fiscal year 1999-00 budget process (Chapter 78, Statutes of 1999; Chapter 162, Statutes of 1999). The most recent changes to charter school law and funding were Senate Bill 740 (Chapter 892, Statutes of 2001) and AB 1994 (Chapter 1058, Statutes of 2002).

California’s charter school law provides for the establishment of charter schools. Petitions for new public charter schools (not conversion schools) may be based on signatures of either 50 percent of the teachers meaningfully interested in teaching at the school, or 50 percent of the parents of pupils expected to enroll in the school. For conversion schools, signatures of 50 percent of the teachers at the public school to be converted are required. Local boards are compelled to grant charters unless they make specific, written findings that the charter proposal is unsound.

California's charter school law provides flexibility in the operation of charter schools. The law requires that charter school petitions address basic elements such as the school's educational program, measurable student outcomes, the governance structure of the school, and other items of mutual agreement by the petitioners and the sponsoring board. Charter schools must comply with all of the provisions of their charter, but are otherwise generally exempt from state laws and regulations that apply to school districts. This flexibility has allowed California charter schools to explore a wide range of instructional and organizational strategies. A charter school may be operated by, or as, a nonprofit public benefit corporation.

California's charter schools are public schools. Charter schools are required to participate in the statewide assessment test, called the STAR (Standardized Testing and Reporting) program. For reliability of results, at least 95 percent of a charter school’s enrollment should take these exams. Charter schools are expected to demonstrate year-to-year progress in student achievement and performance, which may be reflected (where applicable) by rankings on the Academic Performance Index (API). Those charter schools that are not included in the API (i.e., due to small size) are expected to demonstrate progress in student achievement and performance using other measures (e.g., the Alternative Accountability System (AAS)). The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations, and prohibits the conversion of a private school to a charter school. Public charter schools may not charge tuition and may not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

General Purpose of the Federal Public Charter Schools Grant Program (PCSGP)

Charter schools are recognized both as a mechanism for attaining specific and ambitious educational results for educationally disadvantaged students consistent with rigorous academic state content standards, and for testing a variety of educational approaches. They embody the necessary mixture of enhanced school choice,

exemption from restrictive regulations, and focus on improved student learning. Yet there is a documented need for cash-flow assistance to charter schools that are starting up, because state and local operating revenue streams are not always immediately available. Hence, the federal government has determined to support the expansion of charter schools as part of its overall educational reform strategy by making grant monies available to increase the number of high quality charter schools nationwide.

Under the federal PCSGP (Elementary and Secondary Education Act, Title X, Part C, as amended by the Charter Schools Expansion Act of 1998), monies are made available to the states for the purpose of increasing national understanding of the charter schools model by:

- (1) Providing financial assistance for the planning, program design, and initial implementation of charter schools;
- (2) Evaluating the effects of such schools, including the effects on students, student achievement, staff, and parents; and
- (3) Expanding the number of high-quality charter schools available to students across the nation.

The U.S. Department of Education administers the PCSGP at the federal level and makes local assistance monies available for use by local charter developers, new charter schools, and existing charter schools with a successful track record to further these program goals. Monies are granted on a competitive basis to those states that have adopted charter school legislation and have demonstrated a commitment to charter schools. State educational agencies then pass this money on, in the form of local assistance grants, to charter developers, new charter schools, and to charter schools with a proven record of success.

The State Board of Education (SBE) is the authorized state educational agency for purposes of the federal PCSGP. The California Department of Education (CDE) administers the state program on behalf of the SBE. In 2001, California competed for, and received approval of, a three-year grant from the U.S. Department of Education in support of the continued development of charter schools. Approximately \$15.1 million was awarded to California in 2001-02, \$24.1 million was awarded for 2002-03, and \$32.4 million for 2003-04. The source of these funds is the federal PCSGP as authorized by the Elementary and Secondary Education Act of 1998. Elements of the 2001 reauthorization of the Elementary and Secondary Education Act do not impact the administration of these grant funds.

Federal law allows a charter school to receive a single start-up grant that encompasses planning and program design, and the initial implementation of a charter school. A charter school that has been in operation for at least three consecutive years and that has established a proven track record may also qualify for a dissemination grant. Dissemination grants are intended as a means to gather and distribute “best practices” of some of the most successful charter schools so that they may be used as models for other public schools, both traditional and charter.

California’s PCSGP

The CDE has elected to implement a competitive grant process as the method for ensuring that local assistance monies are distributed in a fair and impartial manner, and that monies go to those charter school developers and charter schools that are most likely to succeed in carrying out grant program objectives.

In order to be competitive and to receive grant funding under this Request for Applications (RFA), an applicant (*for a start-up or implementation grant*) must present a comprehensive proposal to develop and

implement a new, high-quality charter school, or (*for a dissemination grant*) to develop and disseminate a work product reflecting existing “best practices” of a successful charter school to other public schools. Applicants are asked to address the essential components of an effective educational organization and provide a sound, reasonable, and articulate plan for creating a charter school based on those components. Hence, application narratives must include a description of the following:

- The Charter School's Educational Vision. The *educational vision* describes the students the charter school serves or seeks to serve, and any theoretical basis for an educational program that meets the needs of those students.
- The Organizational Structure of the Charter School. There are three components of a charter school's organizational structure that are essential to the success of the new school. These are the school's *educational capacity*, a description of the school's business and *organizational capacity*, and a description of the school's *networking and collaboration strategies*.
- Description of Grant Project Goals and Activities. For start-up and implementation grant applications, this section should provide the reader with a clear understanding of the educational program needs and/or organizational management needs of the school. The description should focus on areas that would make the school a strong, performance-based organization that better meets the needs of its students than what is currently available, and that produces quantifiable educational results. For all grant applications (start-up, implementation, or dissemination), this section should outline the specific goals and objectives of the grant project, identify the work and activities that will be undertaken towards meeting those goals and objectives, and describe how grant funds will be used to meet project objectives. Applicants should include a timeline for the completion of work activities and describe the manner in which they will monitor their progress towards the completion of the project.

Application narratives **must** include a discussion of accountability measures and how they are or will be incorporated into the charter school's educational program. Reporting of STAR test data and data documenting year-to-year progress in student achievement and performance are required (e.g. API rankings), if available. (*Note: These scores will be unavailable from start-up grant applicants and some implementation grant applicants, depending on when the school begins operation.*) Scoring rubrics reflect a strong emphasis on serving educationally disadvantaged students, past success in starting and operating charter schools, and accountability. In addition, applicants must complete a data collection form to justify student populations targeted within grant proposals and to better facilitate tracking of grant projects.

Types of Grants Available Under California's PCSGP

In this grant cycle, the CDE will award two-year start-up grants to charter school developers who have not yet received an SBE number, but who are planning to open a charter school. Funds are available to complete or refine existing plans, develop interest in the charter school, provide training for developers and/or staff, prepare for the opening of the charter school, and to cover one-time, initial operational costs that cannot be met from state or local sources.

The CDE awards two-year implementation grants to charter schools that have received an SBE number before applying for the grant, but are not operational or have not been operating for more than 24 months. Funds are available to prepare for and to cover one-time, initial operational costs related to the immediate opening of a charter school that cannot be met from state or local sources.

The CDE awards dissemination grants to charter schools demonstrating overall success that have been in operation for at least three consecutive years, have an audit report free of exceptions and deficiencies, have a high level of parent satisfaction, and have a project that has generated interest from potential beneficiaries outside of the grant recipient school. Substantial progress in improving student achievement must be documented in the application. Charter schools competing for dissemination grants are expected to demonstrate STAR and API scores that meet or exceed scores for similar pupil populations, and/or that reflect significant year-to-year progress in student achievement and performance. Charter schools in the Alternative Accountability System are expected to show significant year-to-year progress in their STAR test data only. **A charter school that cannot demonstrate improved student achievement will not be awarded a dissemination grant.** CDE will award dissemination grants for the purpose of developing and facilitating the dissemination of successful models to other public schools and to charter school developers and operators for the creation of new charter schools, educational programs, and resources.

A charter school may apply for a dissemination grant even if it has received a start-up grant in prior years (planning phase, implementation phase, or both). However, it may receive only one dissemination grant. The CDE accepts dissemination grant proposals continuously. Using a professionally varied group of reviewers having experience with both the PCSGP and charter schools, the CDE administers a dissemination grant review three times a year. The CDE Charter Schools Web page at <<http://www.cde.ca.gov/charter>> informs the public of funding priorities, deadlines for submission, and other current information.

Allowable Grant Project Periods

Start-up grant recipients will be scheduled to complete planning phase grant activities within 12 months, and implementation phase activities within 12 months, for a total 24-month project period. Implementation grant recipients will be scheduled to complete their grant projects within 24 months. Dissemination grant recipients will be scheduled to complete their grant projects within 24 months.

Table 1. Synopsis of allowable grant project periods.

GRANT TYPE	MAXIMUM LENGTH OF PROJECT PERIOD
Start-Up:	24 months
<i>Planning phase</i>	<i>12 months</i>
<i>Implementation phase</i>	<i>12 months</i>
Implementation	24 months
Dissemination	24 months

Availability of Funding in the Current Grant Cycle

In previous grant cycles, the CDE funded roughly 50 percent of received proposals. The CDE may award up to nine start-up grants, nine implementation grants, and three dissemination grants in this current grant cycle. Table 2 illustrates approximate dollar amounts available for each type of grant that will be awarded.

Table 2. Proposed Distribution of Grant Awards in 2001-02.

Grant Type	Funds Available	Approximate # of Awards	Range of grant awards requested/approved
Start-up	Up to \$4.05 million	9	Up to \$450,000
Implementation	Up to \$3.6 million	9	Up to \$400,000
Dissemination	Up to \$600,000	3	Up to \$200,000
Total	Up to \$8.25 million	21	

The California PCSGP is a competitive application process. There is no guarantee that the submission of an application will result in funding or that funding will be allocated at the level, or for the expenses, requested. The amount of funding awarded under this RFA is subject to revision depending upon the number of applications received and the total of the amounts requested. In addition, if funding is not available or is reduced for any reason, the CDE may reduce and/or not fund applications, as necessary.

Proposed Funding Schedule

Grant awards will be made to successful applicants following peer review of grant proposals, CDE internal review, SBE approval of the proposed funding list, and upon the CDE's receipt of signed and completed Certification of Award and Assurances forms from grant recipients. Start-up grant funds will be disbursed in four payments. The first payment, representing all planning phase funds, will be released to the local educational agency (LEA) co-applicant on behalf of the charter school developer after receipt of the signed Certification of Award and Assurances form. The second payment, representing 50 percent of implementation phase funds, will be released to the LEA co-applicant on behalf of the charter school developer after timely completion of required performance benchmarks and submission of an annual report. The third payment, representing 45 percent of implementation phase funds, will be released to the LEA co-applicant on behalf of the charter school developer after timely completion of required performance benchmarks and submission of an annual report. The fourth payment, representing a reimbursement of 5 percent of implementation phase funds expended in advance of receiving the final payment, will be released to the LEA co-applicant on behalf of the charter developer after timely completion of required performance benchmarks and submission of an annual report.

Implementation and dissemination funds will be disbursed in three payments. The first payment, representing 50 percent of implementation/dissemination phase funds, will be released to the LEA co-applicant on behalf of the charter school (or in the case of direct-funded recipients, the county treasurer) after receipt of the signed Certification of Award and Assurances form. The second payment, representing 45 percent of implementation/dissemination phase funds, will be released to the LEA co-applicant on behalf of the charter school (or in the case of direct-funded recipients, the county treasurer) after timely completion of required performance benchmarks and an annual report. The third payment, representing a reimbursement of 5 percent of implementation/dissemination phase funds expended in advance of receiving the final payment, will be made to the LEA co-applicant on behalf of the charter school (or in the case of direct-funded recipients, the county treasurer) after timely completion of required performance benchmarks and submission of an annual report.

Table 3. Proposed Grant Application/Funding Timelines

ACTIVITY	DATE
Request for Applications (RFA) distributed	February 2003
Optional Dissemination Grant Concept Papers due	May 27, 2003
Notice of Intent to Submit Application due	May 27, 2003
Grant Applications due	June 27, 2003
Readers score grant applications	August 6-7, 2003
State Board of Education approves grant awards	September 10-11, 2003
Grant Award notifications	September 2003
Certification of Grant Award & Assurances Forms due within 30 days of award notification	October 2003
First disbursement	December 2003

II. DEFINITIONS

The following terms are defined for use in this grant process:

Authorized Public Chartering Agency: For purposes of the PCSGP, an *authorized public chartering agency* is any California school district, county office of education, or the SBE (for charter schools that received approval from the SBE through the appeal process only).

Charter School: A *charter school* is a school approved by an authorized public chartering agency as a charter school under the provisions of *Education Code* Section 47600 et. seq.

Charter School Developer: A *charter school developer* is an individual or group of individuals, which may include teachers, administrators, other school staff, parents, and members of the local community in which the charter project will be carried out. A charter school developer may also include governmental agencies such as a college or university, a community-based organization, or other nonprofit agency.

Co-Applicant: A *co-applicant* is either of the authorized public chartering agency or charter school/charter development group joint application parties.

Direct-Funded: *Direct-funded* is a funding designation that allows charter schools to receive funds and apply for grants independently from an LEA. [The authorized public chartering agency that granted its charter is, by default, a direct-funded school's co-applicant.] A charter school annually selects its funding status via a survey distributed by the CDE. For the purposes of the PCSGP, start-up grant applicants and charter schools not in operation cannot be direct-funded.

Dissemination Grant: A *dissemination grant* is a grant awarded through a competitive application process to a charter school that has been in operation for at least three consecutive years, demonstrating overall success, a high level of parent satisfaction, and superior academic achievement, and whose project has generated interest from potential beneficiaries outside of the grant recipient school. The purpose of a dissemination grant is to benefit education reform through developing and disseminating information about successful practices of the charter school to charter school developers, operators, and traditional public schools.

Educationally Disadvantaged: *Educationally disadvantaged* students are students whose assigned neighborhood public school is currently placed in the bottom two deciles of both the statewide and similar schools API, or who are attending a school that is defined as an alternative school in the AAS.

Eligible Applicant: An *eligible applicant* is any California authorized public chartering agency in partnership with a developer to establish a charter school. The authorized public chartering agency will be jointly responsible with the charter school or charter developer for meeting the terms and conditions of the grant.

Implementation Grant: An *implementation grant* is a grant awarded through a competitive application process to a SBE-numbered charter school for the purposes of executing the educational and organizational goals of an approved charter proposal.

Independent Board of Directors: *Independent Boards of Directors* are governing bodies whose decisions do not reflect a conflict of interest for its members.

Ineligible Applicant: *Ineligible applicants* are for-profit organizations (charter development groups may hire for-profit organizations to supply needed technical assistance, but for-profit organizations may not apply independently or in a lead capacity for a PCSGP grant), charter developers, and charter schools not in partnership with a co-applicant charter-authorizing agency.

Local Educational Agency: California school districts and county offices of education are *local educational agencies* (LEAs).

Local-Funded: *Local-funded* is a funding designation that allows charter schools to receive funds and apply for grants for purposes of the PCSGP through an LEA. Charter schools annually select their funding status via a survey distributed by the CDE. Start-up grant applicants and charter schools not in operation are, by default, local-funded.

Site-based: *Site-based* programs' educational activities are under the immediate supervision and control of a credentialed teacher. Further, at least 80 percent of instructional time is taking place at the school site.

Start-up grants: *Start-up grants* are grants awarded through a competitive application process to an eligible applicant for the purposes of planning, designing, and implementing a charter school founded on research-based strategies, and providing high-quality choice and increased opportunities to learn to rigorous academic state content standards.

III. APPLICATION FORMAT AND INSTRUCTIONS

Statement of Intent to Submit an Application

Interested applicants must submit a Statement of Intent to Submit an Application by May 27, 2003. Submission of a Statement of Intent helps to ensure that potential applicants will receive any RFA changes or pertinent correspondence and that a sufficient number of readers are selected. The Statement of Intent form may be completed and submitted on-line at the Charter Schools Office Web page at <http://www.cde.ca.gov/charter>. On-line submission automatically provides verification to the sender. Alternatively, hardcopy forms may be delivered, faxed, or mailed to the Charter Schools Office at 1430 N Street, Room 3800, Sacramento, CA 95814, fax (916) 322-1465. **Both on-line entries and hardcopy forms must be received by May 27, 2003**, to meet eligibility requirements for the June 2003 grant cycle. It is strongly recommended that charter school developers and operators inform their (proposed) LEA co-applicant of their intention to apply for a PCSGP grant before submitting a Statement of Intent form.

Due to the volume of interest, Charter Schools Office staff is unable to respond to enquiries verifying receipt of Statement of Intent on-line entries and hardcopy forms. Applicants desiring verification and/or proof of receipt are encouraged to submit their Statements of Intent entry on-line, or mail hardcopy forms certified return-receipt.

Any grant application for which a Statement of Intent entry or hardcopy form has not been received by May 27, 2003 will not be eligible for funding.

General Requirements

A complete grant proposal in response to this RFA includes, in this order:

1. The California Public Charter Schools Grant Program Application Cover Sheet;
2. The School/Pupil Data Collection form;
3. A one-page abstract of the application proposal;
4. A table of contents;
5. The application narrative and any supporting documents, which together, may not exceed 14 pages in length;
6. The Budget Sheet and Narrative, which together, may not exceed three pages in length;
7. The Application Checklist; and
8. Three one-page letters of support.

Incomplete applications will not be accepted or read.

Formatting Requirements

Number all pages of the application narrative and any supporting documents, graphics, or tables (Item #5 above), which together may not exceed a total of 14 pages in length. Use a minimum of one-inch margins and a 12-point font that does not exceed six lines per inch for the narrative. Use readable fonts and formatting for all graphics and tables. Applications that are difficult to read may have a negative influence on application readers. Excess content resulting from an inappropriate font, excessive narrative, or excessive attachments will be disregarded by the application readers, and may result in a low or disqualifying score.

Completing the Grant Application Cover Sheets

The cover sheet included in this RFA must be used when applying for any of the grants available under the PCSGP. It must be filled out completely and signed by the eligible applicant. (Please refer to the cover sheet for specific signature requirements applying to each type of grant application).

The County-District-School (CDS) code number requested on the forms is the unique code assigned to every county, district, and approved school by the CDE. If you do not know the CD code of the district or county, or your charter school's CDS code (for those persons applying for either an implementation or a dissemination grant), it may be found by either: (1) contacting your authorized public chartering agency, or (2) checking the listing in the California Public School Directory, a CDE publication available in virtually all districts or on the CDE Web site at <<http://www.cde.gov/schooldir/>>. Start-up grant applicants should enter the county and district code of the co-applicant LEA.

School/Pupil Data Collection Form

Specific demographic data about the applicant's charter school and pupil population, or proposed charter school and proposed pupil population, are required. The School/Pupil Data Collection form, which can be found in Appendix A, should be filled out in its entirety with concrete information available from your LEA or DataQuest, an information page on the CDE Web site, located at <<http://data1.cde.ca.gov/dataquest>>. Applicants should not provide their best estimate of pupil demographic data. The School/Pupil Data Collection form should follow the cover sheet in the application package.

Abstract of Proposal

A one-page abstract summarizing the key components of the grant proposal should follow the School/Pupil Data Collection form in the application package. Please include the name and the CDS code of the charter school, or in the case of a charter developer, the proposed name of the charter school and the authorized public chartering agency's CD code, at the top of the abstract page.

Table of Contents

A table of contents that lists the major sections of the application and provides page numbers for easy reference should follow the abstract.

Application Narrative

The application narrative follows the table of contents. Again, application narratives (including any supporting documentation, graphics, or tables) may not exceed 14 pages in length. To assist applicants, suggested contents of the application narrative have been outlined in each of the pullout sections at the back of this RFA.

Budget Sheet and Narrative

Following the application narrative should be the Budget Sheet and Narrative, which together may not exceed three pages in length. Readers must be able to observe that recipients are efficiently and effectively relying on grant funds for one-time start-up costs (start-up and implementation grants) and project costs (dissemination grants). Proposals whose budget indicates that grant funds will be used to fund daily operating expenses are considered to be less likely to succeed. Administrative overhead charges (if applicable) should be built into and reflected by the budget. Administrative overhead charges shall not exceed Indirect Cost Rates established by the CDE (information available at <<http://cde.ca.gov/fiscal/financial/icr.htm>>). Grant funds may not be used for fundraising, or to purchase

land or facilities. Grant funds may be used for rent/lease payments only in extraordinary circumstances, representing one-time expenditures. Construction and remodeling expenses are allowed only to bring a facility up to code or compliance with the Americans with Disabilities Act, or when they relate to a specific educational program. Applicants are requested to budget funds for travel expenses, which should include but are not limited to (1) attendance at the annual federal Charter Schools National Conference (information available at <<http://www.uscharterschools.org>>), and (2) participation in two mandatory grant workshops, to be held in Sacramento.

The budget narrative should provide a framework that ties annual expenditures to the specific activities proposed in the application, and show per pupil costs. All budget assumptions and explanations of extenuating circumstances should be described in the budget narrative. Applicants may use the Budget Sheet and Narrative form provided in Appendix A or may submit their own version as long as it is comparable in content and length. The Budget Sheet and Narrative portion of the application package, which is limited to three pages in length, is not counted as part of the 14-page maximum application narrative.

Letters of Support

All applicants must submit three letters of support from charter-authorizing entities, parents, community organizations, or others. These letters should be no longer than one page. The purpose of the letters of support is to show the need of, and support for, the charter school. Therefore, it is recommended that grant applicants solicit letters of support from individuals and organizations that will practically support their charter school, rather than from high profile entities who will not.

Application Checklist

To assist applicants in submitting a complete application, a short Application Checklist of the required elements of the grant application is included in Appendix A. Applicants are instructed to complete the Application Checklist form and attach it as the last page of their application package.

Substance Over Style

The content of the application proposal is paramount. The application review process is designed to look past prose and presentation to the substance of each proposal. Clarity and good organization are essential for the reader to understand what the applicant intends to do. Vague, unclear, or disorganized applications generally will not score well. However, good ideas, clearly presented, will come through whether or not the language has been polished by a professional grant writer or produced using sophisticated desktop publishing techniques.

An application must convince its readers that the applicant has a clear understanding of the complexity of creating a new school and of the organizational components necessary to making a quality educational program successful. Focus will be on the applicant's soundness of planning - the ability to link the specific activities described in the grant project to the charter school's educational vision. Suggested outlines of the contents of an application narrative and draft scoring rubrics are included in each of the pullout sections at the back of this RFA. While applicants are not required to follow these outlines, applicants may find this information useful as a means for organizing the narrative and ensuring that important information that will be the basis of grant scoring is not inadvertently omitted.

Cost of Preparing an Application

Costs of preparing and delivering (or mailing) the application shall be the sole responsibility of the applicant. The CDE will not provide reimbursement for such costs.

Submission of the Application

Only those applications for which a Statement of Intent is received by the May 27, 2003 due date will be accepted.

One signed original and two copies of the grant application package must be **received** by the Charter Schools Office by June 27, 2003, at the close of business (5:00 p.m.). **Due to increased security measures in the new CDE headquarters building, grant applicants are discouraged from hand delivering proposals.** Incomplete or late applications will not be considered for funding. Transmission by electronic mail or facsimile (fax) is not acceptable. No application revisions will be accepted after the deadline. It is strongly recommended that charter school developers and operators allow their charter-authorizing entity co-applicant at least 30 days to review their joint PCSGP proposal.

Send completed applications to:

California Department of Education
School Fiscal Services Division, Charter Schools Office
1430 N Street, Room 3800
Sacramento, CA 95814

The CDE maintains final authority regarding grant eligibility and the acceptance of grant applications. Consequently, it reserves the right to reject any or all applications.

For specific information on permissible uses of funds and grant application requirements, please refer to the pullout sections at the back of this RFA. Pullout sections are provided for each type of grant available through this grant cycle: *start-up, implementation, and dissemination*.

Due to the high volume of interest, Charter Schools Office staff is unable to verify receipt of grant applications. Applicants desiring to verify whether CDE received their applications are encouraged to mail them certified return-receipt.

Evaluation and Scoring of Grant Applications

The CDE will organize a panel of readers to assist in the evaluation of the PCSGP grant applications. Individuals selected as readers under this grant process will be supportive of the systemic reform of public education and the charter school concept, and will be knowledgeable of educational and organizational concepts embodied in school reform. The panel will be diverse, in that CDE will seek to involve teachers, administrators, the business community, board members, community members, and parents.

All applications will be scored holistically from a scoring rubric. Copies of scoring rubrics for scoring start-up, implementation, and dissemination grant applications are included in the pullout sections in the back of this RFA. Applicants are encouraged to study the rubric that represents the type of grant for which they are applying and to write the grant such that it "answers" each of the criteria included in the rubric.

After peer-review of the grant applications, finalists for each of the grant types will be selected by the CDE and recommended to the SBE for funding, based on: scoring; soundness of planning, including the strength of the grant proposal budget and the reasonableness of the amount of the grant in relation to the number of pupils to be enrolled; and consideration of geographic and programmatic diversity. Preference will be given to applications proposing to serve educationally disadvantaged students. The SBE then will approve grant award winners.

The CDE reserves the right to establish minimum standards that applications must meet in order to be eligible for funding, and to revise the amount of the actual grant award. **No appeal process exists or will be considered to contest the SBE's determination of grant award winners.**

Collaboration

The CDE anticipates that charter schools and charter school developers will work with a wide range of organizations as they undertake the process of developing and creating innovative educational programs. These organizations can be, but are not limited to, the authorizing entity, other charter schools, traditional public schools, colleges and universities, other governmental organizations, the business sector, education associations, community organizations, parent groups, and nonprofit organizations.

Post-Award Requirements

Every eligible applicant awarded grant funds under this program must agree to meet all requirements of federal law governing the PCSGP (CFDA: 84.282) and applicable state requirements. Grant recipients must sign and return a Certification of Award and Assurances form prepared by the CDE prior to the release of funds. (For charter developers and locally funded charter schools, signatures of both the charter developer/operator and the LEA co-applicants will be required.) Once the SBE has approved the list of grant award recipients, grantees must return the signed Certification of Award and Assurances form within 30 days of notification or they will forfeit their grants. A U.S. postmark is acceptable.

Applicants receiving tentative approval for their application vision, but whose budget needs revising, must also submit a Budget Revision Request within 30 days of notification. In cases where budget revisions are necessary during the life of the grant, the Budget Revision Request must be submitted to the CDE and approval received prior to making expenditures.

Due to the high volume of interest, Charter Schools Office staff is unable to verify receipt of Certification of Award and Assurances and Budget Revision Request forms. Grant recipients desiring to verify whether CDE received their Certification of Award and Assurances forms are encouraged to mail them certified return-receipt.

Start-up Grants

Grant recipients are required to submit to the CDE annual financial and grant project status reports, and to fulfill performance benchmarks within prescribed timeframes, in order to be eligible for continued funding. To be eligible for subsequent payments, in the June 2003 grant cycle start-up grant recipients are required to submit an annual financial and status report; a time-line for opening their charter school; internal standards for awarding contracts; pertinent organizational and governance documents; to have obtained a SBE charter school number within 12 months of the beginning date of their grants (date the SBE approves grant winners), thus completing their planning phase and triggering their second grant payment.

To be eligible for the next payment, also within 12 months of the beginning date of their grants, start-up recipients are required to submit a second annual financial and status report, and a report that lists hired staff, describing their qualifications and credentials, and delineating the number and types of enrolled students, tying both staff and students to the grant application. Additionally, the charter school proposed in the grant application is required to be operating, with children in attendance. Operating charter schools shall meet 80 percent of the enrollment projected in their grant applications, as verified by average daily attendance reports. Submitting these items and fulfilling these performance benchmarks within 12 months of the beginning date of the grant will trigger the third grant payment.

By the grant ending date (24 months from the beginning date), recipients are required to have spent all grant funds awarded, have completed all grant activities proposed within the grant application, and have a valid API score or be participating in the AAS. By September 30, 2005, recipients must submit a third, and final, annual status and financial report, closing their grants and triggering the fourth, reimbursement grant payment.

Assembly Bill 1994 (Chapter 1058, Statutes of 2002), which requires charter schools to open between July 1 and September 30, will impact performance benchmark and payment timelines.

Implementation Grants

In order to be eligible for second payments, implementation grant recipients are required to submit, within 12 months of the grant beginning date (the date SBE approves the identity of grant winners), an annual financial and status report, and a report that lists hired staff, describing their qualifications and credentials, and delineating the number and types of enrolled students, tying both staff and students to the grant application. Additionally, the charter school proposed in the grant application is required to be operating, with children in attendance. Operating charter schools shall meet 80 percent of the enrollment projected in their grant applications, as verified by ADA reports. Submitting these items and fulfilling these performance benchmarks within 12 months of the beginning date of the grant will trigger the second grant payment. By the grant ending date (24 months from the grant beginning date), recipients are required to have spent all grant funds awarded, have completed all grant activities proposed within the grant application and have a valid API score or be participating in the AAS. By September 30, 2005, recipients must submit a second, final annual status and financial report, closing their grants and triggering the third grant payment (a reimbursement of 5 percent of implementation funds).

Assembly Bill 1994 (Chapter 1058, Statutes of 2002), which requires charter schools to open between July 1 and September 30, will impact performance benchmark and payment timelines.

Dissemination Grants

Dissemination grant recipients are required to submit, in order to be eligible for second payments, annual financial and status reports within 12 months of the grant beginning date (the date the SBE approves the identities of grant award winners). By the grant ending date (24 months from the grant beginning date), recipients are required to have spent all grant funds awarded and have completed all grant activities proposed within the grant application. By September 30, 2005, recipients must submit a second, and final, annual status and financial report, and a Final Workproduct, supplying documentary evidence that they completed the activities they proposed in their grant applications, closing their grants and triggering the third grant payment (a reimbursement of 5 percent of dissemination funds).

All Grants

Grant recipients are expected to send at least one representative to the annual federal Charter Schools National Conference (information found at <<http://www.charterschools.org>>). It is also mandatory that at least one representative from each funded application travel to Sacramento twice during the life of the grant to participate in evaluation process workshops. The cost of participating in these meetings may be paid for using grant funds, and such costs should be built into the Budget Sheet and Narrative portion of the application.

Successful grant applicants will be required to provide a copy of the complete application in electronic format (HTML or Microsoft Word version 6.0 for Windows or higher). Awarded applications may be posted on the CDE's Charter Schools Web site. **Do not submit your electronic files with the initial application.**

Grant recipients shall maintain auditable records (records that show how grant funds are used, such as purchase orders, receipts, and payroll records), and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five years after the date of grant closure. For start-up recipients, auditable records shall be maintained at the site of the LEA co-applicant until the charter school obtains an SBE number. All grant recipients having an SBE number must maintain auditable records at their school sites. The CDE must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers, and records relating to the expenditures of grant proceeds during the period of the grant and for five years following grant closure.

Grant recipients must cooperate with federal and state audits, and grant monitoring site visits from state and federal staff. The CDE will select at random a sampling of grant recipients to visit while their grants are open. The purpose of these visits is to offer technical assistance and to monitor progress on specific grant projects.

For More Information, Contact:

Lynn Nelson
California Department of Education
School Fiscal Services Division
Charter Schools Office
1430 N Street, Room 3800
Sacramento, CA 95814
Phone: 916) 445-6761
Fax: (916) 322-1465
E-mail: lynelson@cde.ca.gov

Janet Wadley
California Department of Education
School Fiscal Services Division
Charter Schools Office
1430 N Street, Room 3800
Sacramento, CA 95814
Phone: (916) 323-6028
Fax: (916) 322-1465
E-mail: jwadley@cde.ca.gov

FORMS

CALIFORNIA PUBLIC CHARTER SCHOOLS GRANT PROGRAM

Mandatory Statement of Intent to Submit an Application

If you intend to submit an application for the California Public Charter Schools Grant Program, you must either complete the on-line form on the Charter Schools Office web page at < <http://www.cde.ca.gov/charter> >, or submit the section below by **May 27, 2003**. This intent is not binding, but is necessary to provide useful information for the California Department of Education in preparing for the scoring process.

The Charter Schools Office must receive your Statement of Intent by close of business (5:00 p.m.) on May 27, 2003. If it is not received by May 27, 2003, your grant application will not be read or scored. Charter Schools Office staff is unable to confirm receipt of Statements of Intent. Applicants wishing delivery confirmation are encouraged to use the Charter Schools Office on-line form at <<http://www.cde.ca.gov/charter>> or to mail a hardcopy Statement of Intent certified return-receipt.

Submit to: California Department of Education
School Fiscal Services Division
Charter Schools Office
1430 N Street, Room 3800
Sacramento, CA 95814
Fax (916) 322-1465

Indicate the type of grant for which you will be applying Check One Box Only

Start-up Grant ☐
Implementation Grant ☐
Dissemination Phase Grant ☐

If you are an existing charter school, complete Sections A and C. Both sections are mandatory.

A. Name of Charter School: _____
CDS Code: _____ Charter School Number: _____
Address of School: _____
City: _____ County: _____ State: _____ Zip: _____
Name of contact person: _____
Phone: _____ Fax: _____ E-Mail: _____

If you are or will be creating a new charter school, complete Sections B and C. Both sections are mandatory.

B. Proposed Name of Charter School: _____
Address: _____
City: _____ County: _____ State: _____ Zip: _____
Name of contact person: _____
Phone: _____ Fax: _____ E-Mail: _____

Information about the LEA (or SBE, for schools under SBE oversight), being considered as the joint applicant authorized public chartering agency. *ALL* applicants must complete Section C, or their Statements of Intent will be rejected.

C. Name of Proposed Joint Applicant: _____
CD Code of Proposed Joint Applicant: _____
Address: _____
City: _____ County: _____ State: _____ Zip: _____
Name of contact person: _____
Phone: _____ Fax: _____ E-Mail: _____

Form 2

Charter School Grant Application Cover Sheet

Start-up ☐

Implementation ☐

Dissemination ☐

Please check the grant type for which you are applying.

Submit to: California Department of Education
School Fiscal Services Division
Charter Schools Unit
1430 N Street, Room 3800
Sacramento, CA 95814

**Application Due
June 27, 2003**

AMOUNT OF FUNDING REQUESTED: _____

Have you ever received a grant from the Public Charter Schools Grant Program? Yes ☐ No ☐

If yes, under what name and grant cycle? _____

Date charter school began operating _____

(For Implementation and Dissemination grant applicants only)

ELIGIBLE APPLICANT CONTACT INFORMATION AND SIGNATURES

Charter Development Group/Charter School Co-Applicant

CDS Code of Charter Co-Applicant

(Existing charter schools only. Start-up grant applicants will not have a CDS code.)

____ - ____ - ____ - ____ - ____ - ____ - ____ - ____ - ____ - ____

(Proposed) Name of Charter School: _____

Name of contact person: _____

Title of contact person: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-Mail: _____

Web site address: _____

Authorized Public Chartering Agency Co-Applicant

CD Code of Chartering Agency Co-Applicant (COE or District)

____ - ____ - ____ - ____ - ____ - 0 0 0 0 0 0 0 0

Name of Co-Applicant (COE or District): _____

Name of contact person: _____

Title of contact person: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-Mail: _____

Form 2, cont'd.

Mandatory Signatures

Please note:

LEA co-applicants are jointly responsible with charter school development groups and charter schools for the successful completion of the grant project within specified timeframes, and adherence to Public Charter Schools Grant Program assurances. No start-up grant application omitting a signature from either the charter-authorizing agency or charter school development group co-applicant will be read or scored. Co-applying for a start-up grant does not commit the charter-authorizing agency to approve a charter school petition. Implementation and Dissemination grant applications submitted by locally funded charter schools or charter schools not yet in operation must contain signatures from both the charter-authorizing agency and charter school co-applicants. Implementation and Dissemination grant applications submitted by operating direct-funded charter schools require only a signature from the charter school. Grant applicants must apply using the funding status on file with CDE at the time of application. Start-up grant applicants and charter schools not in operation cannot be direct-funded.

Signature of Charter Development Group/Charter School Co-Applicant Authorized Representative	Title	Date
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Signature of Charter-Authorizing Agency Co-Applicant Authorized Representative	Title	Date
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DISSEMINATION GRANT

Charter School Grant Application Cover Sheet (Page 2)

Only applicants working in partnership with other eligible applicants should use this sheet.

Partners

Charter School

CDS Code of School

Charter School Number: _____

Name of charter school: _____

Name of contact person: _____

Title of contact person: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-Mail: _____

Signature _____ Title _____ Date _____

Charter School

CDS Code of School

Charter School Number: _____

Name of charter school: _____

Name of contact person: _____

Title of contact person: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-Mail: _____

Signature _____ Title _____ Date _____

Charter School

CDS Code of School

Charter School Number: _____

Name of charter school: _____

Name of contact person: _____

Title of contact person: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-Mail: _____

Signature _____ Title _____ Date _____

SCHOOL/PUPIL DATA COLLECTION FORM

Please complete this form, using information available from your LEA co-applicant or DataQuest at <<http://data1.cde.ca.gov/dataquest>>. Do not estimate data. Charter school developers may use data from the school district(s) from which they intend to draw students.

The source of my information is: _____

Pupil population of the charter school (or proposed charter school):

- | | |
|---|---------------|
| <input type="checkbox"/> American Indian/Alaskan Native | _____ percent |
| <input type="checkbox"/> Asian | _____ percent |
| <input type="checkbox"/> Pacific Islander | _____ percent |
| <input type="checkbox"/> Filipino | _____ percent |
| <input type="checkbox"/> Hispanic | _____ percent |
| <input type="checkbox"/> African American | _____ percent |
| <input type="checkbox"/> Caucasian | _____ percent |

Percentage of pupils estimated who are/will be eligible for:

Free and Reduced Priced Meals: _____ percent

CAL WORKS Participants: _____ percent
(Children on Welfare)

English Language Learners: _____ percent

Type of curriculum (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Site-Based | <input type="checkbox"/> Traditional |
| <input type="checkbox"/> Independent Study | <input type="checkbox"/> Arts |
| <input type="checkbox"/> Combination of Site-Based and Independent Study | <input type="checkbox"/> Technology |
| | <input type="checkbox"/> Science/Math |
| | <input type="checkbox"/> Vocational Ed. |
| <input type="checkbox"/> Other
Description: _____ | |

Grade level(s) to be served by charter school: _____

(Projected) school opening date: _____

Population charter school is working with or will be working with:

☐ Urban ☐ Suburban ☐ Rural

(Estimated) enrollment for (proposed) charter school, by grade:

K	1	2	3	4	5	6	7	8	9	10	11	12

County(ies) where charter school will be located:

Form 4, cont'd.

My school is currently registered to participate in the Alternative Accountability System.

Y ☐ N ☐

My school is currently registered to participate in the Alternative Accountability System as an “alternative school.” Y ☐ N ☐

Existing charter schools not participating in the Alternative Accountability System must provide your most recent API results. API results can be found on the Internet at <<http://data1.cde.ca.gov/dataquest>>.

Academic Performance Index:

	API Score	State Rank	Similar Schools Rank
Year 1			
Year 2			
Year 3			

For charter school developers, please name the schools, serving the same grade levels as your own, from which you intend to draw pupils. Provide their most recent API scores, or indicate whether they are defined as “alternative schools” within the Alternative Accountability System. Attach additional pages, if necessary.

Name	API Base Score	State Rank	Similar Schools Rank	AAS “Alternative School?” Comment/Score

For charter school developers, please name the previous charter schools, if any, with which you have played an active role in developing or operating, and list their most recent API scores. Attach additional pages, if necessary. If you think that the success of these schools can be illustrated more clearly using STAR test data, please also complete the optional form, Grade-level Improvement for STAR Testing, attached.

Name	API Score	State Rank	Similar Schools Rank

Grade-level Improvement for STAR Testing

(OPTIONAL)

SCHOOL _____

SAT-9 TEST DATA

Percent At or Above the 50th National Percentile Rank

MATHEMATICS

READING

LANGUAGE

Grade	Yr.____	Yr.____	Yr.____	Grade	Yr.____	Yr.____	Yr.____	Grade	Yr.____	Yr.____	Yr.____
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											

SCIENCE

SOCIAL SCIENCE

Grade	Yr.____	Yr.____	Yr.____	Grade	Yr.____	Yr.____	Yr.____
9							
10							
11							

CALIFORNIA STANDARDS TESTS

Mean Scaled Score

ENGLISH/LANGUAGE ARTS

MATHEMATICS

Grade	Yr.____	Yr.____	Yr.____	Grade	Yr.____	Yr.____	Yr.____
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			
8				8			
9				9			
10				10			
11				11			

CALIFORNIA PUBLIC CHARTER SCHOOLS GRANT PROGRAM
Budget Sheet and Narrative
Proposed Expenditures

For Start-up Grants:

Proposed Name of Charter School: _____

For Implementation and Dissemination Grants:

Name of Charter School: _____

CDS Code _____ - _____ - _____

Account Codes	Description of Expenditures	Year 1 (All grants)	Year 2 (All grants)
1000 Series - Certificated Personnel Salaries			
Subtotal for 1000 Series			
2000 Series - Classified Personnel Salaries			
Subtotal for 2000 Series			
3000 Series - Employee Benefits			
Subtotal for 3000 Series			

Form 5 - Continued

Account Codes	Description of Expenditure	Year 1 (All grants)	Year 2 (All grants)
4000 Series - Books and Supplies			
Subtotal for 4000 Series			
5000 Series - Services and Other Operating Expenditures			
Subtotal for 5000 Series			
6000 Series - Capital Outlay			
<small>Purchase of real estate (i.e. buildings/property) is not allowable. Indirect fees may not be applied to these expenses.</small>			
Subtotal for 6000 Series			
7000 Series - Other Outgo			
<small>You must exclude 6000 series expenses when figuring indirect fees.</small>			
Subtotal for 7000 Series			
GRAND TOTAL			

BUDGET NARRATIVE

The narrative is expected to discuss grant expenditures by phase, tying them to specific activities proposed in the application, and providing a convincing justification for the use of grant funds on items regarded as ongoing expenses (e.g. rent, salaries, utilities) and/or remodeling and site improvements. It should also provide a per pupil cost figure, and address the reliance on other specific funding sources if grant funds will not completely cover anticipated expenses.

You may submit your own version of this budget sheet and narrative as long as it is comparable in content. The combined Budget Sheet and Narrative may not exceed three pages.

**Summary of Object Codes
From the California School Accounting Manual**

All proposed expenditures for your grant budget must be coded to an appropriate object code. In summary, the major object codes are as follows:

1000 - Certificated Personnel Salaries

Certificated salaries are salaries for services that require a credential or permit issued by the Commission on Teacher Credentialing. Typical categories are the salaries for teachers, teacher substitutes, school administrators, librarians, counselors, or school nurses.

2000 - Classified Personnel Salaries

Classified salaries are salaries for services that do not require a credential or permit issued by the Commission on Teacher Credentialing. Typical categories of classified personnel are teachers' assistants, business managers, clerical staff, administrators such as board members or assistant superintendents not having credentials, custodians, cooks, bus drivers, or maintenance workers. Charter schools may have other positions that fit into this category also.

3000 - Employee Benefits

Employee benefits are the costs contributed by the employer as a part of the compensation package. Benefits include retirement (PERS or STRS), Social Security and Medicare, health and welfare benefits, unemployment insurance, workers compensation insurance, and other benefits that may be offered.

4000 - Books and Supplies

The costs of books and supplies include the costs of sales tax, freight, and inventory costs. Examples are textbooks, instructional materials, office supplies, custodial supplies, food service supplies, and gas and oil for buses.

5000 - Services and Other Operating Expenditures

Contracts for services include a variety of costs, such as contracts with outside consultants, rents, leases, maintenance contracts, dues, travel, insurance, utilities, attorney fees, audit fees, and other contracts for services. Rent and lease payments are restricted to extraordinary costs, such as first and last months' rent and an initial deposit.

6000 - Capital Outlay (Purchase of real estate, i.e. buildings/property, is not allowable)

Capital expenditures are for capital assets such as sites and site improvements, buildings, and equipment. Site improvements and remodeling are allowable only if they bring a facility up to code, make it compliant with the Americans with Disabilities Act, or are directly tied to a specific educational program. Indirect fees may not be applied to any series 6000 expenses.

7000 - Other Outgo

These costs include payments for tuition to other entities, transfers of money to other funds or other programs such as Special Education or ROC/P, and transfers to other districts or JPAs. The 7000 range also includes the transfer of direct support costs and indirect fees. Indirect fees are figured by adding series 1000 through 5000 expenses, and multiplying the established Indirect Cost Rate against the sum $((1000 + 2000 + 3000 + 4000 + 5000) \times \text{Indirect Cost Rate})$. Payments on capital leases (not operational leases) and loan repayments are also coded here.

CALIFORNIA PUBLIC CHARTER SCHOOLS GRANT PROGRAM

Application Checklist

Application Must Be Received By June 27, 2003

Name of Charter School or Proposed Name of Charter School: _____

CDS Code of Charter School, or CD Code of Authorized Public Chartering Agency if a charter developer:

Please check to ensure that all required elements are included in your application in the order listed below. Complete this form and attach it as the last page of your application.

- | | | |
|-------|----------|---|
| _____ | Item 1) | Form 2: Cover Sheet |
| _____ | Item 2) | For Dissemination Only, If Needed: Form 3: Dissemination Grant Cover Sheet |
| _____ | Item 3) | Form 4: School/Pupil Data Collection |
| _____ | Item 4) | Abstract of Proposal <i>(Total: 1 page in length)</i> |
| _____ | Item 5) | Table of Contents |
| _____ | Item 6) | Application Narrative <i>(Total: 14 pages in length)</i> |
| _____ | Item 7) | Form 5: Budget Sheet and Narrative <i>(Total: 3 pages in length)</i> |
| _____ | Item 8) | All Grants: 3 one-page letters of support |
| _____ | Item 9) | For Implementation Only: Timeline for opening school, internal standards for awarding contracts, pertinent governance and organizational documents [With original only. Do not attach to copies.] |
| _____ | Item 10) | Form 6: Application Checklist |

Mail or Deliver Application to:

California Department of Education
School Fiscal Services Division
Charter Schools Office
1430 N Street, Room 3800
Sacramento, CA 95814

IMPORTANT! CHECK TO ENSURE THAT ONE ORIGINAL AND TWO COPIES OF THE APPLICATION PACKAGE ARE ENCLOSED:

RESOURCE PACKET

Purpose

The purpose of Appendix B is to refer prospective applicants to information and resource materials such as bibliographies, books, and resources available on the Internet. These materials were selected because they are central to the purpose of the RFA. We believe they represent a good foundation of research, theory, and practice for potential applicants to consider as they respond to this RFA. We know there are many additional resources upon which you may wish to draw, and you are free to do so. The Resource Packet is divided into four sections: CDE Documents, Other Print-Based Resources, Internet Resources, and Bibliographies.

CDE Documents

The following is a short list of the additional print resources available from the California Department of Education.

Elementary Makes the Grade! 2000.

English-Language Arts Content Standards. 1998.

Every Child a Reader: The Report of the California Reading Task Force. 1995.

First Class: A Guide for Early Primary Education. 1999.

Foreign Language Framework for California Public Schools. 1989.

Health Framework. 1994.

History-Social Science Content Standards. 2000.

History-Social Science Framework for California Public Schools. 1997.

Improving Mathematics Achievement for All California Students: The Report of the California Mathematics Task Force. 1995.

Joining Hands: Preparing Teachers to Make Meaningful Home-School Connections. 1998.

Mathematics Content Standards. 1999.

Mathematics Framework for California Public Schools. 2000.

Reading/Language Arts Framework for California Public Schools. 1999.

Science Content Standards. 2000.

Science Framework for California Public Schools. 1990.

Strategic Teaching and Learning: Standards-Based Instruction to Promote Content Literacy in Grades Four Through Twelve. 2000.

Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grade Students. 2001.

Visual and Performing Arts Framework. 1996.

How to Order CDE Publications

Call 1-800-995-4099. Information is also available from the CDE Web site at <<http://www.cde.ca.gov>>.

Other Print-Based Resources

This section lists other educational and organizational materials that we believe may be helpful to those responding to the RFA.

Bryson, J. D. and F. K. Alston, *Creating and Implementing Your Strategic Plan: A Workbook for Public and Nonprofit Organizations*, San Francisco: Jossey-Bass, 1995

Bryson, John M., *Strategic Planning for Public and Nonprofit Organizations*, San Francisco: Jossey-Bass, 1995

Chall, Jeanne S., *The Academic Achievement Challenge*, Guilford Press, 2000

Commission on the Skills of the American Workforce, *America's Choice: High Skills or Low Wages*, New York: National Center on Education and the Economy, 1990

Darling-Hammond, Linda and Milbrey W. McLaughlin, "Policies that support professional development in an era of reform," *Phi Delta Kappan* 76(8), pp. 597-605, 1995

Deming, W. Edwards, *Out of the Crisis*, Cambridge, Mass.: Massachusetts Institute of Technology, 1988

Ellis, A. K. and J. Fouts, *Research on Educational Innovations*, Larchmont NY: Eye on Education, 1997

Elmore, R. and M. McLaughlin, *Steady Work, Policy, Practice and the Reform of American Education*, The Rand Corporation, 1998

Elmore, R. F. and Associates, *Restructuring Schools: The Next Generation of Education Reform*, San Francisco: Jossey-Bass, 1990

Finn, Chester E., Jr., et.al., *Charter Schools in Action: Renewing Public Education*, Princeton University Press, 2000

Fullan, Michael G., *Change Forces: Probing the Depths of Educational Change*, New York: State Teachers Press, 1993

Hirsch, E.D., Jr., *The Schools We Need: And Why We Don't Have Them*, Doubleday, 1996

Lawler, Edward E. *The Ultimate Advantage: Creating the High-Involvement Organization*, San Francisco: Jossey Bass, 1992

Little, Judith Warren, *"Teachers' professional development in a climate of educational reform,"* Educational Evaluation and Policy, 1993

Mohrman, Allan M. and Associates, *Large-Scale Organizational Change*, San Francisco: Jossey Bass, 1989

Mohrman, Susan A. and Thomas G. Cummings, *Self-Designing Organizations: Learning How to Create High Performance*, Menlo Park, CA: Addison-Wesley, 1989

Osborne, David. and P. Plastrik, *Banishing Bureaucracy: The Five Strategies for Reinventing Government*, Reading MA: Addison Wesley, 1997

Osborne, David and Ted Gaebler, *Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector*, Reading, MA: AddisonWesley, 1992

Senge, Peter, M. et. al., *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*, New York: Doubleday, 1994

Sykes, Gary, *"Reform of and as professional development."* Phi Delta Kappan, 77(7), 464-467, 1996

Tyack, D. and E. Hansot, *Managers of Virtue: Public School Leadership in America, 1820-1980*, New York: Basic Books, 1982

Internet Resources

The Internet is becoming an increasingly powerful information resource tool. Listed below are some of the web sites that we believe may be helpful to those preparing grant applications. Accessing these sites makes available hundreds of reports, research summaries, discussions, and other sources relating to educational reform, curriculum, and assessment issues. These sites also provide links to many more web sites and additional resources.

California Department of Education (www.cde.ca.gov)

This site links to CDE programs and contact information, including funding sources available to public charter schools.

California Department of Education Charter Schools (www.cde.ca.gov/charter)

CANEC: The California Network of Educational Charters (www.canec.org)

Charter Friends National Network (www.charterfriends.org)

Charter School Development Center of the California State University's Institute for Educational Reform (www.cacharterschools.org)

The Center for Educational Reform (edreform.com)

The Council for Basic Education (www.c-b-e.org)

ERIC Clearinghouse on Urban Education (eric-web.tc.columbia.edu)

ERIC Search (ericae.net/nav-ar.htm)

This site provides linkages to the ERIC databases and other resources.

International Baccalaureate Program (www.ibo.org)

Jossey Bass publisher (www.jbp.com)

National Center on Education and the Economy (www.ncee.org)

National Center for Research on Evaluation, Standards and Student Testing (CRESST)
(www.aera.net/pubs/er/arts/29-02/inn01.htm)

National Language Resource Center (carla.acad.umn.edu/NLRC.html)

National PTA (www.pta.org)

North Central Regional Educational Laboratory (www.ncrel.org)

Online Educational Resources (quest.arc.nasa.gov/OER)

Phi Delta Kappa and the Kappan (www.pdkintl.org)

Pioneer Institute Charter School Resource Center at (www.pioneerinstitute.org)

The Small Business Administration (www.sba.gov/or/orguide2.html)

The (Nonprofit) Support Centers of America (www.supportcenter.org/sf)

United State Department of Education Web site (www.ed.gov)

United State Department of Education Charter Schools Web site (www.uscharterschools.org)

WestED (www.wested.org)

WestED unites the capacity of Far West Laboratory and Southwest Regional Laboratory and serves as the regional education laboratory for four western states by providing information and support based on educational research and practice.

Bibliography on School Restructuring

Center on Organization and Restructuring of Schools (CORS)
(www.wcr.wisc.edu/archives/completed/cors/Bibliogranphies/bib.htm)

ALLOWABLE GRANT EXPENDITURES

The following summary of allowable grant costs for federal grant recipients is based on OMB Circular A-87 and California program standards, and is provided for your convenience as a guide. These allowable general expenditures must be used for extraordinary, start-up, or specific grant project costs. Grant recipients are encouraged to personally consult the complete set of applicable cost principles, available at <<http://www.whitehouse.gov/omb/circulars>>.

Table 4. Cost Principles

COST PRINCIPLES [Left to Right]					
ITEM	DETERMINATION	ITEM	DETERMINATION	ITEM	DETERMINATION
Accounting	Allowable	Advertising	Allowable for recruitment of grant personnel; procurement of goods and services; and disposal of surplus materials as specified in OMB A-87.	Advisory Councils	Allowable
Alcoholic Beverages	Unallowable	Audit Services	Allowable for audits conducted under the Single Audit Act (OMB Circular A-133).	Automatic Electronic Data Processing	Allowable
Awards for Participation	Unallowable	Bad Debts	Unallowable	Bonding Costs	Allowable for employees who handle grant funds when in accordance with sound business practices.
Civil Defense	Unallowable	Commencement and Convocation Costs	Unallowable	Compensation for Personnel Services (includes salaries, wages, and fringe benefits).	Allowable if costs are reasonable, comparable for similar work, and charges are supported with time distribution records or other documentation as stipulated in OMB A-87.
Conferences/meetings	Allowable when directly related to the grant program.	Construction, remodeling, or alterations	Allowable when bringing facilities up to code, making them ADA compliant, or are directly related to a specific educational program. Costs must be reasonable, comparable for similar work, and supported by time distribution records or other documentation as stipulated by OMB A-87.	Contingencies	Unallowable
Contributions/Donations	Unallowable	Defense, Prosecution, Claims, and Appeals	Legal expenses required in the administration of Federal programs are allowable. Legal expenses for prosecution of claims against the Federal government are unallowable.	Depreciation and Use Allowance	Allowable based on acquisition costs as stipulated in OMB A-87.
Disbursing Service	Allowable for cost of disbursing funds by Treasurer or other designated officer.	Displays, Demonstrations, and Exhibits	Allowable when directly related to providing information about the grant.	Entertainment	Unallowable
Equipment and Other Capital Expenditures	Allowable for specific grant purposes.	Fines and Penalties	Unallowable except when incurred as a result of compliance with specific federal award provisions.	Fundraising, including financial campaigns and solicitation of gifts, donations, contributions, etc.	Unallowable

Gains and Losses on Disposition of Assets	Unallowable	General Government Expense	Unallowable	Idle Facilities and Capacity	Unallowable except to meet fluctuations in workload or because of changes in program requirements. Allowable only when a normal part of doing business and for a reasonable period of time as specified in OMB A-87.
Insurance and Indemnity	Allowable when pursuant to the grant award, as specified by OMB A-87.	Interest	Interest paid or incurred during the grant period for equipment is allowable.	Legal Expenses	Allowable when required for the administration of a grant program. Unallowable for claims against the State or Federal government.
Lobbying	Unallowable	Maintenance, Operations, and Repair	Maintenance and operation of building space used for grant activities is allowable as specified in OMB A-87.	Materials and Supplies	Allowable
Meetings/Conferences (includes rental of meeting space and equipment; supplies/materials; consultant fees; etc.).	Allowable for dissemination of information related to the grant program.	Memberships	Allowable for membership with business, professional, and technical organizations related to the grant program. Membership must be in the name of the grantee organization and not in the name of an individual.	Pre-Award Costs (costs incurred prior to the day the State Board of Education approves grant winners-the beginning date of the grant).	Unallowable
Professional and Consultant Services	Allowable when provided by non-employees and when the grantee organization does not possess the expertise. Must be reasonable for services rendered.	Proposal Costs (costs of preparing grant proposals)	Unallowable	Publication and Printing	Allowable
Rearrangements and Alterations (facility)	Allowable, as per PCSGP guidelines.	Rental Costs	Allowable as an extraordinary, one-time expense if the expense is comparable to other rental property in area.	Training and Development	Allowable
Travel Costs (for employees)	Allowable for employees traveling on official business incident to grant program. May not exceed maximum rates for in-state or out of state travel established by LEA co-applicant.	Underrecovery of Costs	Unallowable		

Contracts Standards

Grant recipients must maintain a written contract administration system that ensures that all contractors, including consultants, perform in accordance with the terms, conditions, and specifications of their contracts/written agreements. Grant recipients must comply with 34 CFR 80.36, Procurement, including:

1. Maintaining a copy of a signed contract, agreement, or purchase order for services to be performed, and the rationale and procedure used for selecting a particular contractor;
2. For all contracts in excess of \$10,000, describing in the contract or agreement conditions the conditions under which the contract may be terminated, including the basis for settlement;
3. Maintaining evidence that contracts were given only to contractors and consultants possessing the ability to perform successfully under the terms and conditions of the proposed contract (e.g., contracts and consultants were selected based on demonstrated competence, qualifications, experience, and reasonableness of costs; consideration was given to contractor integrity, compliance with public policy, record of past performance, and financial and technical resources in selecting contractors);
4. Contracting only with individuals not employed by the grantee;
5. Not participating in the selection or award of a contract when conflicts of interest are involved;
6. Maintaining records on the services performed, including the date the service was performed and the purpose of the service, and ensuring that the services are consistent and satisfactory with that described in the signed contract/purchase order; and
7. Making payment only after the service was performed.

Equipment and Supplies Standards

Items costing \$5,000 or more are defined as equipment. Items costing less than \$5,000 are defined as supplies. Grant recipients must maintain an inventory list for, and place identifiable corresponding numbers on, equipment and supplies charged on their proposed budget to series 6000, Capital Outlay. Should a charter development group or charter school cease to exist, equipment and supplies purchased with grant funds belong to the LEA co-applicant. Grant recipients must also comply with 34 CFR 80.32, Equipment and 34 CFR 80.33, Supplies, including:

1. Title to equipment and supplies purchased with grant funds belongs to grant recipients;
2. Grant recipients must maintain equipment records that include: a description of the property; a serial or identification number; the source of property; who holds title; the acquisition date; cost; percentage of Federal participation in the cost of property; and any ultimate disposition data, including date of disposal and sale price;
3. Equipment shall be used by the program for which it was acquired as long as it is needed;
4. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft. Any loss, damage, or theft shall be investigated;
5. Adequate maintenance procedures must be developed to keep the property in good condition;
6. Items of equipment with a fair market value of less than \$5,000 may be retained, sold, or otherwise disposed of with no further obligation to the federal government;
7. Items of equipment with a fair market value in excess of \$5,000 may be retained or sold, with the federal government maintaining a right to the proceeds; and
8. At the close of the grant project, if a residual inventory of supplies worth \$5,000 or more exists and it is unneeded by another federal program, the grant recipient shall compensate the federal government for its share.

PUBLIC CHARTER SCHOOLS GRANT PROGRAM

SPECIFIC ASSURANCES

The signatures of the charter school/charter development group and/or local educational agency (LEA) co-applicant on the Certification of Award and Assurances form indicate agreement to adhere to these specific and general assurances.

1. LEA co-applicants agree to be jointly responsible with their charter school/charter development group co-applicants for the fulfillment of grant terms and objectives.
2. This grant shall be administered in accordance with the provisions of California law regarding charter schools and the Federal charter school law, Title X, Part C of the Improving America's Schools Act of 1994. Expenditures shall comply with all applicable provisions of federal and state regulations and policies relating to the administration, use, and accounting for public school funds. Any interpretation of law, regulations and procedures shall be the sole responsibility of the California Department of Education (CDE).
3. The CDE reserves the authority to require the repayment of received funds, the return of all unused funds, and/or the termination of the grant if the grant recipient fails to meet the terms of this agreement, established deadlines, or to act in good faith to carry out the activities described in the grant proposal.
4. The grant recipient agrees to use the funding in a manner consistent with their application as submitted, or as revised and approved by the CDE.
5. The grant recipient agrees to fulfill, by established due dates, the performance benchmarks specific to its grant type and submit annual financial and status reports. Failure to do so could result in the forfeiture of remaining grant funds and repayment of received funds.
6. The grant recipient agrees to cooperate with the U.S. Department of Education, the CDE, the Secretary of Education, and their independent contractors, if any, to conduct any external evaluation of the effectiveness of the grant process.
7. Auditable records will be maintained on file at the LEA co-applicant's office, or in the case of a numbered charter school, at the school site, for five years following the grant closing date.
8. The grant recipient's name and grant cycle in which the award was received will be used in all communications.
9. The grant recipient will inform the CDE immediately of grant contact information changes.

GENERAL ASSURANCES

1. Programs and services are and will be in compliance with all applicable state laws and regulations prohibiting unlawful discrimination practices (GC § 11135; CCR, Title 5, § 4960).
2. Programs and services for handicapped persons are and will be in compliance with the Individuals with Disabilities Education Act, § 613(a), and § 504 of the Rehabilitation Act of 1973.
3. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of and accounting for funds paid to that agency under this program.
4. Auditable records of each participating school program will be maintained on file (EC § 62003, 62005, 62005.5).
5. Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public (CA Public Records Act, GC § 6250 et seq.).
6. The LEA co-applicant board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, and interested parties (CCR, Title 5, § 4600).
7. Federal funds awarded under the Public Charter Schools Grant Program shall be expended in compliance with all applicable laws and regulations affecting the use of the federal funds.

START-UP GRANTS

Pullout Section

California Public Charter Schools Grant Program (PCSGP) Start-up Grant Pullout Section

Purpose

Start-up grants, containing a planning and an implementation phase, are intended to offer assistance to charter school developers to refine or complete their plans and open a high quality charter school. These charter schools should be avenues of educational reform and choice, offering more students the opportunity to learn to rigorous academic state content standards. Preference will be given to charter schools targeting educationally disadvantaged students (students coming from schools whose Academic Performance Index (API) and similar schools scores fall in the bottom two deciles or from schools defined as alternative schools within the Alternative Accountability System (AAS)). The reform measures developed through charter schools should potentially benefit all public schoolchildren, including students of traditional public schools.

General Requirements

Please refer to Sections I through III, and Appendix A of this application packet for general instructions, application requirements, and forms.

Start-up Requirements

Start-up grant applicants must include three one-page letters of support from charter-authorizing agencies, parents, community organizations, businesses, or others. The purpose of these letters is to show need of, and support for, the proposed charter school. These letters are in addition to the 14-page application narrative.

Eligible Applicants

Start-up grants are available to local educational agency (LEA) and charter development group co-applicants. Applicants cannot have received a State Board of Education (SBE) number for the charter petition upon which this grant application is based prior to June 27, 2003. Applicants having an SBE number should see implementation grant requirements. Applicants previously receiving planning grants are not eligible for start-up grants and should see implementation grant requirements.

Charter schools receiving an SBE number prior to June 27, 2003, and previous recipients of a PCSGP planning grant, do not qualify for funding under a start-up grant.

Funding Level

Start-up grant awards are awarded in amounts up to \$450,000, conditioned on whether grant recipients successfully complete performance benchmarks by scheduled deadlines. **Grant recipients who do not meet performance benchmarks by scheduled due dates will be ineligible for further payments and may be billed for funds received.** The California Department of Education (CDE) anticipates that approximately nine awards will be made under this Request For Applications (RFA).

Permissible Use of Funds

Start-up grant recipients must use planning phase funds for activities taking place after the grant beginning date to plan and design their educational program, which may include:

- refinement of the desired educational results and of the methods for measuring progress toward achieving those results;
- professional development of teachers and other staff who will work in the charter school;
- development of interest in the charter school; and
- completion of the charter petition and school plans, policies, and procedures.

Start-up recipients must use implementation phase funds for one-time costs associated with preparing to immediately open a charter school that cannot be met with state or local sources, which may include:

- recruiting staff;
- advertising the school and soliciting students;
- purchasing equipment and supplies;
- developing curriculum;
- training teachers and staff;
- bringing a facility up to code or Americans with Disabilities Act compliance;
- purchasing equipment and supplies;
- training teachers and staff;
- purchasing curriculum and instructional resources; and
- installing technology.

Grant funds may not be used for fundraising, or purchases of land or facilities. Rent/lease expenses are restricted to extraordinary costs, such as first and last months' rent and a deposit. Remodeling costs are restricted to projects that bring a facility up to code or Americans with Disabilities Act compliance, or are directly tied to a specific, unique educational program. Grant funds may be used for administrative overhead charges not exceeding the Indirect Cost Rate established by CDE for LEA co-applicants (found at <http://www.cde.ca.gov/fiscal/financial/icr.htm>). Grant funds may be used to cover attendance at the annual federal Charter Schools National Conference and participation in the mandatory grant evaluation workshops sponsored by CDE.

For more specific information about the permissible use of funds, please review Appendix C, "Allowable Costs."

Length of Grant Award

The combined maximum length of the planning and implementation phases is 24 months. Grants begin on the date the SBE approves the recommended list of grant recipients.

Required Workproducts

Both payments and grant closure will be dependent on grant recipients successfully completing specific performance goals within an assigned timeframe. In order to receive the first (planning phase) payment, recipients must sign and return a Certification of Award and Assurances form by October 2003. Recipients are further required, in order to be eligible for the second payment, by September 9, 2004 to submit an annual financial and status report, a time-line for opening their charter school, standards for awarding contracts, pertinent organizational and governance documents, and to have obtained an SBE charter school number. Submitting these items will complete the planning phase and trigger second grant payments.

Also by September 9, 2004, in order to be eligible for the third grant payment, recipients are required to submit a second annual financial and status report and a report that lists hired staff, describing their qualifications and credentials, and delineating the number and types of enrolled students, tying both staff and students to the grant application. Additionally, the charter school proposed in the grant application is required to be operating, with children in attendance. Operating charter schools shall meet 80 percent of the enrollment projected in their grant applications, as verified by average daily attendance (ADA) reports. Submitting these items and fulfilling these performance benchmarks by September 9, 2004 will trigger third grant payments.

By the grant ending date of September 9, 2005, recipients are required to have spent all grant funds awarded, have completed all grant activities proposed within the grant application, and have valid API scores or be participating in the Alternative Accountability System. By September 30, 2005, recipients must submit a third,

and final, annual status and financial report, closing their grants and triggering the fourth, and final, reimbursement grant payment.

Table 5. Performance Benchmark and Payment Timeline

Start-up Grant Performance Benchmark Deadlines and Payment Sequence			
Grant Milestone	Recipient Requirements	Deadline for Recipient Requirements	CDE Action (only if recipient requirements fulfilled within required timeframe)
Grant approval	<ul style="list-style-type: none"> Submission of high quality application 	June 27, 2003	State Board of Education approval expected September 10-11, 2003. Award notices mailed in September 2003.
1st Grant Payment	<ul style="list-style-type: none"> Sign and return Certification of Award and Assurances form Complete and return budget revisions, if requested 	Within approximately 30 days of grant award notification; October 2003	Release of 1 st grant payment of up to \$50,000
2nd Grant Payment	<ul style="list-style-type: none"> Annual Status and Financial Report submitted SBE number received School opening timeline submitted School organizational and governance documents submitted Contract standards submitted 	Within approximately 1 year of grant approval date; September 9, 2004	Release of 2 nd grant payment of up to \$200,000
3rd Grant Payment	<ul style="list-style-type: none"> Annual Status and Financial Report submitted Verification of school operation Staff verification Student verification 	Within approximately 1 year of grant approval date; September 9, 2004	Release of 3 rd grant payment of up to \$180,000
Final Grant Payment	<ul style="list-style-type: none"> Annual Status and Financial Report, articulating expenditure of all grant funds, completion of grant project, and API or Alternative Accountability System score, submitted 	September 30, 2005	Release of final (reimbursement) grant payment of up to \$20,000

Application Narrative

In addition to the general requirements described in “III. Application Format and Instructions” of the RFA, an applicant for a start-up phase grant will be expected to develop a proposal that results in the approval of a charter petition and the opening of a new charter school. This section provides guidance to applicants for developing a successful start-up grant proposal.

The following is a suggested outline of elements that should be addressed in the application narrative of a start-up grant. Although this format is not required, we believe it will help applicants address the required elements in the scoring rubric and assist the readers in their evaluation of proposals.

I. Innovative Vision:

- Demographic characteristics and performance levels of the students the charter school is seeking to serve
- Characteristics of the communities in which the students live
- Modes and methods of instruction (e.g., site based, independent study, combination)
- Broad, overall program goals
- Philosophical, theory, and research base for the vision
- Educational objectives that will be accomplished through the charter school
- Summary of what the charter school hopes to achieve and how it will better serve students than what is available currently
- Description of how the charter will contribute to educational reform

II. Educational Capacity

- Activities for implementing standards-based curriculum and instructional programs
- Plans for clear and *measurable* outcomes for student performance
- Plans for a comprehensive student assessment program aligned with the charter school's educational mission and student outcomes

- Plans for student interaction with teachers (see EC § 47605(1))
- Plans and resources for professional development

III. Business Capacity

- Comprehensive design for effective school functioning which supports educational vision and demonstrates understanding of the charter process and laws
- A three-year financial plan that demonstrates the fiscal viability of the school, including revenue and expenditures, and an understanding of the funding methods available to charter schools (may use font smaller than 12 pt. for three-year budget only)
- Development of governance and management structures, including the role of the authorizing public chartering agency in governance, provision of services, and oversight of the charter school
- Location of and plans for the maintenance of school facilities
- Resources to be used for facilities
- Experience and knowledge of personnel
- Process for recruiting qualified personnel

IV. Collaboration and Networking Strategies

- Involvement of parents and other community members in the development of the charter proposal and plans for their involvement in the school
- Description of external partnerships
- Plans for developing an effective school culture
- Description of relationship with authorizing public chartering agency
- External means of technical support
- Collective knowledge and experience of developers and/or operators

V. Overall Program Evaluation

- Plans for a comprehensive *program* monitoring and assessment structure that includes data from statewide accountability measures
- A description of measurements to be used to evaluate the success of the charter school's program
- Accountability plans to measure the viability of the charter school and its faithfulness to the charter

VI. Grant Project Proposal

- Grant project goals and objectives
- Tangible work products and activities to be performed with grant funds
- Individuals responsible for completion of work and their correlating qualifications, including their track records in developing and/or operating other successful charter schools (e.g. strong STAR results; balanced budget; stable, independent board of directors; low staff turnover and audit reports free of exceptions and deficiencies)
- Costs for each work product and activity to be performed with grant funds, by grant phase
- Use and impact of other funds for support of the project; identify source(s) and ongoing support, if available
- Timelines for completion of work products and activities, by grant phase
- Individuals responsible for completion of work and their expertise
- Procedure for monitoring progress and evaluating successful completion of each phase of the grant
- How grant funds will be used to support the educational vision, grant project goals and objectives and other variables of effective schools
- Adherence to grant requirements

2002 Charter Schools RFA Scoring Rubric START-UP GRANT

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>VISION Applicants have a clear and in-depth understanding of the challenges faced by the students they are seeking to serve.</p> <p>The vision meets the needs of the students that the school seeks to serve, through a coherent school design.</p> <p>The applicants previously have been successful in helping educationally disadvantaged students meet academic state content standards.</p>	<ul style="list-style-type: none"> - Applicants have a very complete and in-depth understanding of the needs of the students they are seeking to serve. - The applicants clearly articulate a vision of schooling that is standards-based, and that offers expanded options for educationally disadvantaged students. The applicants have a track record of success in helping educationally disadvantaged students meet rigorous academic state content standards. - The vision is dedicated to the achievement of high levels of student performance. It clearly convinces the reader that the school will help educationally disadvantaged children learn to rigorous academic state content standards. 	<ul style="list-style-type: none"> - Applicants have complete understanding of the needs of the students they are seeking to serve. - The applicants articulate a vision of schooling that is standards-based, offering options for educationally disadvantaged students. The applicants have had some success in helping educationally disadvantaged students meet rigorous academic state content standards. - The vision is dedicated to student achievement. It convinces the reader that the school will help children learn to rigorous academic state content standards. 	<ul style="list-style-type: none"> - Applicants have an incomplete understanding of the needs of the students they are seeking to serve. - The applicants describe a limited, standards-based vision of schooling, offering limited options for educationally disadvantaged students. - The vision alludes to student achievement in a limited way. It does not fully articulate how the school will help children learn to rigorous academic state content standards. 	<ul style="list-style-type: none"> - Applicants demonstrated little or no understanding of the needs of the students they are seeking to serve. - The applicants have provided a minimal, or no, description of a standards-based vision of schooling, minimally incorporating unique learning opportunities or options for students. - The vision does not, or very minimally, incorporate student achievement. It does not convince the reader that the school will help children learn to rigorous academic state content standards.

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>EDUCATIONAL CAPACITY (ABILITY TO SUSTAIN EXCELLENT TEACHING and LEARNING)</p> <p>The application demonstrates a clear understanding of how to develop the components of a comprehensive standards-based educational program to sustain excellent teaching and learning, and features interaction between students and teachers (see EC § 47605(l)).</p> <p>Instructional methodologies and materials will have basis in research and in proven, effective practice.</p> <p>Pupil outcomes and standards will clearly be defined. The school plans to use rigorous academic state content standards to guide the work of students. The charter will develop specific strategies to assist students in achieving those standards.</p>	<ul style="list-style-type: none"> - The applicants developed an innovative educational plan for the charter school that clearly aligns with the school's vision and target population. - The proposed standards-based educational program is specific, detailed, and comprehensive. It ensures that a rich repertoire of instructional strategies, curriculum, and materials will be used. It ensures that students will have in-depth interaction with teachers (see EC § 47605 (l)). - The applicants clearly address a specific plan to define measurable pupil outcomes. - The planning process clearly shows that the school/applicants developed methods, and have had success in other charter schools, for students to meet rigorous academic state content standards. - The application outlines a detailed plan for the implementation of a strong student assessment program that aligns with the school's student outcomes and includes a variety of means to assess student progress, including the statewide assessment and/or accountability programs. - The application addresses strategies that may be used in assisting students in reaching the school's academic goals. - The application clearly outlines the school's plans to incorporate professional development activities that are aligned with rigorous academic state content standards. 	<ul style="list-style-type: none"> - The applicants are developing an educational plan for the charter school that aligns with the school's vision and target population. - The developing standards-based educational program is comprehensive. It considers a variety of instructional strategies, curriculum, and materials. It ensures that students have in-depth interaction with teachers (see EC § 47605(l)). - The applicants generally address a plan to define measurable pupil outcomes. - The planning process shows that the school/applicants are developing methods, and have had some success in other charter schools, for students to meet rigorous academic state content standards. - The application outlines plans to implement a student assessment program that aligns with the school's student outcomes and includes some range of means to assess student progress, including the statewide assessment program. - The application outlines plans to incorporate professional development activities that are aligned with rigorous academic state content standards. 	<ul style="list-style-type: none"> - The applicants propose the development of an educational plan for the charter school that aligns, in only a limited way, with the school's vision and target population. - There is a proposed process to develop a standards-based educational program. It considers a variety of instructional strategies, curriculum, and materials, ensuring that students have moderate interaction with teachers (see EC § 47605(l)). -The applicants propose a limited plan to define measurable pupil outcomes. - The planning process shows limited plans for development of methods for students to meet rigorous academic state content standards. - The proposed planning process has limited plans for the development and implementation of a student assessment program. - The application includes limited plans to incorporate professional development activities. 	<ul style="list-style-type: none"> - The applicants propose the development of an educational plan for the charter school that does not, or very minimally, aligns, with the school's vision and target population. - There is little or no process to develop a standards-based educational program. Proposal delineates shallow interaction between students and teachers (see EC § 47605(l)). - The applicants propose no plan to define measurable pupil outcomes. - The proposed planning process has no plans for the development and implementation of a student assessment program. - The application does not address professional development activities.

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>BUSINESS CAPACITY (ABILITY TO MAINTAIN A WELL - MANAGED and FISCALLY SOUND ORGANIZATION)</p> <p>The application describes how the school will develop a clear and cohesive business plan and management structure.</p> <p>The application describes an outline for how school leadership and staff will work together to support teaching and learning.</p> <p>The application describes how resources, including time, money, materials, and personnel will be consistently used to support the schools educational mission.</p> <p>The plan describes how the school will maintain a well-managed and fiscally sound organization.</p>	<ul style="list-style-type: none"> - The applicants clearly demonstrate an organizational, management and financial plan that supports the educational vision of the school. -The application clearly defines their financial plan, including a balanced, projected budget that encompasses school revenue and expenditures, including capital improvements and maintenance of school facilities. - The applicants clearly articulate sound financial and management practices. - The applicants clearly outline their managerial structure, including an independent governing board, administrators, teachers, and staff (numbers, duties and responsibilities). - Applicants clearly describe how they are addressing facility needs, including possible location and plans for acquiring school facilities. - The applicants clearly describe how they will attract qualified staff. - The applicants are obtaining all necessary business, management, and financial technical assistance, using a screening process that demonstrates the required expertise and procedure for contract selection. 	<ul style="list-style-type: none"> - The applicants demonstrate how they are creating an organizational, management and financial plan that supports the operations of the school. -The application defines how the developers are creating a financial plan that includes a projected budget encompassing the revenue for and expenditures of the school. - The applicants articulate how the school will establish its financial and management practices. - The applicants describe their developing governance and managerial structure. - Applicants describe how they will address facility needs, including possible location and plans for acquiring school facilities. - The applicants generally describe the manner in which they will attract qualified staff. - The applicants are obtaining most necessary business, management, and financial technical assistance, using a screening process that demonstrates the required expertise and procedure for contract selection. 	<ul style="list-style-type: none"> - The applicants demonstrate how they will create an organizational, management and financial plan. -The application defines how the developers will create a financial plan, but is not specific in its description of the projected budget. - The applicants address, in a limited manner, how the school will establish its financial and management practices. - The applicants describe a limited process by which they will develop a governance and managerial structure. - The applicants refer to the manner in which they will attract qualified staff. - The applicants refer to obtaining necessary business, management, and financial technical assistance, using a screening process that demonstrates the required expertise and procedure for contract selection. 	<ul style="list-style-type: none"> - The applicants give very little or no evidence of how they will create an organizational, management, or financial plan. -The application gives little evidence of how the developers will create a financial plan, or establish their financial and management practices. - The applicants provide little or no evidence of a process by which they will develop a governance and managerial structure. - The applicants do not refer to the manner in which they will attract qualified staff. - The applicants did not, nor do they plan to, obtain necessary technical assistance; or they used no screening process that demonstrates the required expertise and procedure for contract selection.

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>COLLABORATION and NETWORKING STRATEGIES (LEVEL of SUPPORT WITHIN the SCHOOL and THROUGH COMMUNITY PARTNERSHIPS)</p> <p>The application describes how the developers are involving parents, students and community members in the development of the charter proposal.</p> <p>The application describes a high level of support throughout the community for the development of the school, and contains letters of support from a variety of organizations/individuals.</p> <p>The applicants clearly outline how the school will develop partnerships and powerful and innovative networking strategies to ensure sustained systemic reform.</p> <p>The applicants describe how partnerships with other schools, community organizations, and support provider organizations collaborate and support each other's efforts to improve teaching and learning.</p>	<ul style="list-style-type: none"> - The application clearly states how the developers included administrators, teachers, parents, students, and community members in the development of the charter, and plan to incorporate parents in school leadership roles. - The applicants created an organizational structure for the school that includes representation/participation from all key groups in the school community. - The applicants developed an effective school culture, ensuring a shared vision. - The applicants formed partnerships with organizations outside of school (colleges or universities, school networks, business, and community organizations) to support teaching and learning and to support the overall mission of the school. Supplied letters of support are from three different organizational and individual types. - The applicants established communication and a positive relationship with the chartering agency. - Partnerships are closely linked to the augmentation of a better educational program for students. - The applicants sought, using screening criteria, high quality external technical support for assistance in the development of the school's educational program and organizational structure from a wide range of sources. 	<ul style="list-style-type: none"> - The application addresses how the developers are including administrators, teachers, parents, students, and community members in the development of the charter, and plan to incorporate parents in school leadership roles. - The applicants are developing a plan to create an organizational structure for the school that will include representation/participation from all key groups in the school community. - The applicants planning process is allowing opportunities for developing a school culture and shared vision. - The applicants are forming partnerships with organizations outside of school to support the overall mission of the school. Supplied letters of support are from two different organizational and individual types. - The applicants are establishing communication and a positive relationship with the chartering agency. - Partnerships will be linked to better teaching and learning. - The applicants are seeking, using screening criteria, external technical support for assistance in the development of the school's educational program and organizational structure. 	<ul style="list-style-type: none"> - The application addresses how the developers will include key groups in the development of the charter, and marginally references incorporating parents in school leadership roles. - The applicants plan to create an organizational structure that will include representation/participation from various groups in the school community. - The process to be undertaken allows for the development of a school culture. - The applicants describe how partnerships will be formed with the school. Supplied letters of support are from one organizational or individual type. - The application makes a reference to how the petitioners will communicate and establish a positive relationship with the chartering agency. - The applicants plan to seek external technical support for assistance in the development of the school. 	<ul style="list-style-type: none"> - The application does not address how the developers will include key groups in the development of the charter, and will incorporate parents in school leadership roles. - The application does not provide a plan to create an organizational structure that will include representation/participation from various groups in the school community. No letters of support are supplied. - The process to be undertaken allows for no opportunities to develop a school culture. - The application does not mention how the petitioners will communicate or establish a positive relationship with the chartering agency.

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>VIABILITY of the CHARTER SCHOOL PROPOSAL (OVERALL ABILITY to GET A COMPREHENSIVE SCHOOL PROGRAM APPROVED)</p> <p>The developers provide reasonable evidence that they are developing a strong charter program for approval.</p> <p>The developers provide reasonable evidence that they are designing and will organize a school focused on the improvement of academic achievement and on sustaining meaningful, educational innovation. The applicants described how all three organizational components of the school (the educational program, the business/management structure, collaboration and networking strategies) will be interdependent and mutually supportive.</p> <p>The applicants describe how the school will design and implement a comprehensive self-assessment and accountability plan that will include the evaluation of its academic program, its viability as an organization, and its faithfulness to the terms of its charter.</p>	<ul style="list-style-type: none"> - The application clearly addresses the three organizational components of effective schools (educational program, business/management structure, collaboration and networking strategy). - The application clearly describes how all three components are linked in a cohesive and comprehensive manner to the overall vision of the school. - The applicants developed clear strategies for the recruitment of students. - The application convinces the reader that the developers are fully addressing the 15 required elements of a charter proposal. - The application outlines an accountability plan to systematically collect and analyze data about student achievement and performance (including STAR test data and API rankings compared to similar pupil populations) and to monitor the school's overall progress for continuous improvement. - The staff and personnel involved with the development of the charter are well qualified to provide the expertise necessary to accomplish all stated goals. 	<ul style="list-style-type: none"> - The application addresses the development of the three organizational components of effective schools (educational program, business /management structure, collaboration and networking strategy). - The application describes how all three components will be linked to the overall vision of the school. - The applicants are developing strategies for the recruitment of students. - The application convinces the reader that the developers are minimally addressing the 15 required elements of a charter proposal. - The application outlines how the school will develop a comprehensive school accountability plan to monitor the school's overall progress (including STAR test data and API rankings compared to similar pupil populations). - The staff and personnel involved with the development of the charter are qualified to accomplish all stated goals. 	<ul style="list-style-type: none"> - The application addresses only in a limited way how the three organizational components will be developed. - The application marginally describes how all three components will be linked to the overall vision of the school. - The applicants refer to student recruitment strategies. - The application refers to how the developers will address most of the 15 required elements of a charter proposal. - The application outlines how the school will develop an accountability plan. - The staff and personnel involved with the charter are qualified to accomplish some of the stated goals. 	<ul style="list-style-type: none"> - The application does not convince the reader that the three organizational components of effective schools will be developed. - The application does not describe how the three components will be linked to the overall vision of the school. - The application makes little or no reference to how the developers will address the 15 required elements of a charter proposal. - The application does not convince the reader that the staff and personnel involved with the charter are qualified to accomplish stated goals. - Application makes little or no reference to how the school will develop school accountability plan.

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>GRANT PROJECT PROPOSAL (SOUNDNESS of PLANNING for GETTING CHARTER PROPOSAL APPROVED)</p> <p>The overall grant application and grant project proposal is reasonable and viable.</p> <p>Project goals, objectives and activities are highly linked to school's vision/philosophy, to sustaining innovation and change, and will lead to better student performance.</p> <p>The application convinces the readers that the project activities will be completed and that project goals will be accomplished.</p> <p>The project description includes an evaluation plan to guide and modify the project and to ensure that project goals are achieved.</p>	<ul style="list-style-type: none"> - The applicants clearly articulate the specific activities and steps they are following in developing their charter proposals. These activities are specific and focused so that they can be implemented effectively. - Activities are closely tied to the realization of the school's educational vision and to the development of a powerful charter school. - The grant budget is clearly aligned with the proposed activities by grant phase. - Work timelines are detailed, realistic, and consistent with performance benchmark deadlines. <p>Identified personnel are well qualified to perform the activities associated with each phase of the grant project.</p> <ul style="list-style-type: none"> -The applicants demonstrate prior experience in implementing successful charter schools (e.g. strong STAR results; balanced budget; stable, independent board of directors; low staff turnover; and audit reports free of exceptions and deficiencies). - The application includes a strong project evaluation plan that outlines success indicators and multiple methods for evaluating the successful completion of each phase of the proposed grant project. 	<ul style="list-style-type: none"> - The applicants articulate the activities they will follow in developing their charter proposal. These activities can be implemented effectively. - Proposed activities are tied to the realization of the school's educational vision. - The grant budget is generally consistent with the proposed activities by grant phase. - Work timelines are realistic and consistent with grant performance deadlines. - Identified personnel are generally qualified to perform the activities associated with each phase of the grant project. -The applicants demonstrate some prior experience in implementing successful charter schools (e.g. strong STAR results; balanced budget; stable, independent board of directors; low staff turnover; and audit reports free of exceptions and deficiencies). - The application includes a project evaluation plan that outlines methods for evaluating the successful completion of each phase of the proposed grant project. 	<ul style="list-style-type: none"> - The applicants refer to activities they will follow in developing their charter proposal. - Proposed activities are loosely tied to the realization of the school's educational vision. - The grant budget marginally aligns with the proposed activities by grant phase. - The applicants provide a timeline that is consistent with grant performance benchmark deadlines. - Identified personnel are marginally qualified to perform the activities associated with each phase of the grant project. - The application includes a limited project evaluation plan for each phase of the proposed grant project. 	<ul style="list-style-type: none"> - The applicants make little or no reference to activities they will follow in developing its charter proposal. - Proposed activities are not tied to the realization of the school's educational vision. - The applicants provide a minimal or no grant budget by grant phase. - The applicants provide a timeline inconsistent with grant performance benchmark deadlines, or none at all. - Identified personnel are not qualified to perform the activities associated with each phase of the grant project. - The application does not include a project evaluation plan for each phase of the proposed grant project.

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>THE GRANT PROPOSAL BUDGET (EFFECTIVENESS, EFFICIENCY, REASONABLENESS)</p> <p>The budget is well balanced, and covers the activities proposed in the grant application.</p> <p>The budget is healthy, relying on grant funds only for project expenses.</p> <p>The budget does not violate federal law or state guidelines.</p> <p>Per pupil costs are reasonable and equitable.</p>	<ul style="list-style-type: none"> - The budget expenses are clearly linked to the priorities, activities, and timelines described in the application narrative. - The budget shows a variety of expenses that clearly cover the range of project activities and describes major costs by year. - The budget shows that grant funds will be used only for project costs, or the need is convincingly justified by grant program guidelines. - Grant funds are not used to purchase land or facilities. Rent/lease payments are restricted to first and last month's rent and/or an initial deposit, or are convincingly justified according to grant program guidelines. Site improvements and/or remodeling are restricted to projects bringing the site up to code or ADA compliance, or are tied to specific educational programs. - Per pupil costs convince us that expenditures are reasonable. - Non-grant resources are thoroughly described, if needed to support or complete the project. 	<ul style="list-style-type: none"> - The budget expenses are linked to the priorities, activities, and timelines described in the application narrative. - The budget is weighted towards a few expenses, covers project activities, and describes major costs by year. - The budget shows that grant funds will be used only for start-up and/or project costs, or the need is reasonably justified by grant program guidelines. - Grant funds are not used to purchase land or facilities. Rent/lease payments are restricted to first and last month's rent and/or an initial deposit, or are convincingly justified according to grant program guidelines. Site improvements and/or remodeling are restricted to projects bringing the site up to code or Americans with Disabilities Act compliance, or are tied to specific educational programs. - Per pupil expenditures are slightly unreasonable and show a need to make minor programmatic, administrative or fiscal changes. - Non-grant resources are reasonably described, if needed to support or complete the project. 	<ul style="list-style-type: none"> - The budget expenses are somewhat linked to the priorities, activities, and timelines described in the application narrative. - The budget is weighted towards a few expenses, somewhat covers project activities, and describes major costs by year. - The budget shows that grant funds will be used only for start-up and/or project costs, or the need is fairly justified by grant program guidelines. - Grant funds are not used to purchase land or facilities. Rent/lease payments are restricted to first and last month's rent and/or an initial deposit, or are convincingly justified according to grant program guidelines. Site improvements and/or remodeling are restricted to projects bringing the site up to code or Americans with Disabilities Act compliance, or are tied to specific educational programs. - Per pupil expenditures are somewhat unreasonable and show a need to make minor programmatic, administrative or fiscal changes. - Non-grant resources are somewhat described, if needed to support or complete the project. 	<ul style="list-style-type: none"> - The budget expenses are marginally, or not, linked to the priorities, activities, and timelines described in the application narrative. - The budget is weighted towards a few expenses, marginally covers project activities, and doesn't describe major costs by year. - The budget shows that grant funds will be used for daily operating expenses, but does not strongly justify doing so by grant program guidelines. - Grant funds are used to purchase land or facilities. Rent/lease payments exceed first and last month's rent and/or an initial deposit, and are not justified by grant program guidelines. Site improvements and/or remodeling fall outside of bringing the site up to code or Americans with Disabilities Act compliance, or are not tied to specific educational programs. - Per pupil expenditures are unreasonable and show a strong need to make large programmatic, administrative or fiscal changes. - Non-grant resources are marginally, or not, described, if needed to support or complete the project.

CALIFORNIA PUBLIC CHARTER SCHOOLS GRANT PROGRAM

IMPLEMENTATION GRANTS

Pullout Section

California Public Charter Schools Grant Program (PCSGP) Implementation Phase Grant Pullout Section

Purpose

Implementation phase grants are intended to offer assistance with one-time start-up costs to charter school developers and operators opening high quality charter schools. These charter schools should be avenues of educational reform and choice, offering more students the opportunity to learn to rigorous academic state content standards. Preference will be given to charter schools serving educationally disadvantaged students (students coming from schools whose Academic Performance Index (API) and similar schools scores fall in the bottom two deciles or are defined as alternative schools within the Alternative Accountability System). The reform measures developed through charter schools should potentially benefit all public schoolchildren, including students of traditional public schools.

General Requirements

Please refer to Sections I through III, and Appendix A of this application packet for general instructions, application requirements, and forms.

Implementation Requirements

Implementation grant applicants must include three one-page letters of support from charter-authorizing agencies, parents, community organizations, businesses, or others. The purpose of these letters is to show need of, and support for, the charter school. These letters are in addition to the 14-page application narrative.

Eligible Applicants

Implementation phase grants are for State Board of Education (SBE) numbered charter schools that have been in operation for less than 24 months. For purposes of eligibility for an implementation grant, “numbered” means **the school received an SBE number before the time of grant application**. Implementation applicants must also supply one copy of a timeline for opening their charter school, internal standards for awarding contracts, and any existing pertinent governance and organizational documents (e.g. articles of incorporation, bylaws, organizational charts, etc.), with their applications. [Readers will not review these items.] If the SBE number was not received prior to applying for the grant and the above items were not submitted with the grant application, the grant proposal will not be read or scored and will be ineligible for funding in this grant cycle. Applicants not having an SBE number by June 27, 2003 should see start-up grant requirements.

Charter schools that have been in operation longer than 24 months are not eligible for an implementation phase grant. For this grant cycle, a charter school that began serving students prior to June 27, 2001, is ineligible to apply for an implementation grant.

Recipients of a planning phase grant from previous grant cycles may be eligible to apply for an implementation phase grant. However, previous recipients of PCSGP grants must close those grants by May 27, 2003, in order to be eligible to compete in this grant cycle. Eligibility for an implementation phase grant is not contingent on whether or not an applicant has previously been awarded a planning phase grant. Recipients of an implementation phase grant from previous grant cycles do not qualify for funding under an implementation phase grant in this grant cycle.

Funding Level

Implementation grant awards in amounts up to \$400,000 are awarded conditioned on whether grant recipients successfully complete performance benchmarks by scheduled deadlines. **Grant recipients who do not meet performance benchmarks by scheduled due dates will be ineligible for further payments and may be billed for funds received.** The CDE anticipates that approximately nine awards will be made under this Request for Applications (RFA).

Permissible Use of Funds

Implementation grant recipients must use implementation phase funds for one-time costs that cannot be met with state or local sources associated with preparing to immediately open and with the first year operating of a charter school, which may include:

- hiring staff;
- advertising the school and soliciting students;
- purchasing equipment and supplies;
- developing curriculum;
- training teachers and staff;
- bringing a facility up to code or Americans with Disabilities Act compliance.
- purchasing equipment and supplies;
- training teachers and staff;
- purchasing curriculum and instructional resources; and
- installing technology.

Grant funds may not be used for fundraising, or purchases of land or facilities. Rent/lease expenses are restricted to extraordinary costs, such as first and last months' rent and a deposit. Remodeling costs are restricted to projects that bring a facility up to code or Americans with Disabilities Act compliance, or are directly tied to a specific, unique educational program. Grant funds may be used for administrative overhead charges not exceeding the Indirect Cost Rate established by CDE for local educational agency (LEA) co-applicants (found at <http://www.cde.ca.gov/fiscal/financial/icr.htm>). Grant funds may be used to cover attendance at the annual federal Charter Schools National Conference and participation in the mandatory grant evaluation workshops sponsored by CDE.

Length of Grant Award

The maximum length of an implementation phase grant project is 24 months. However, applicants who have previously received a planning grant are restricted to a period of 36 months for their combined planning and implementation grants phases. Therefore, applicants who previously received a planning grant should count the time of the planning phase portion of the start-up grant from the start date (as noted on the signed Certificate of Assurances form), ending on the date CDE approves the final evaluation report to estimate time available to them for an implementation grant. Time elapsed from the date CDE approves the final evaluation report until the implementation phase project begins is not counted towards the 36-month maximum length of a start-up grant period.

Required Workproducts

Both payments and grant closure will be dependent on grant recipients successfully completing specific performance goals within an assigned timeframe. In order to receive the first payment, recipients must sign and return a Certification of Award and Assurances form by

October 2003. Recipients are also required, in order to be eligible for further payments, by September 9, 2004, to submit an annual financial and status report and a report that lists hired staff, describing their qualifications and credentials, and delineating the number and types of enrolled students, tying both staff and students to the grant application. Additionally, the charter school proposed in the grant application is required to be operating, with children in attendance. Operating charter schools shall meet 80 percent of the enrollment projected in their grant applications, as verified by average daily attendance (ADA) reports. Submitting these items and fulfilling these performance benchmarks by September 9, 2004, will trigger the second grant payment.

By the grant ending date of September 9, 2005, recipients are required to have spent all grant funds awarded, have completed all grant activities proposed within the grant application and have a valid API score or be participating in the Alternative Accountability System. By September 30, 2005, recipients must submit a second, and final, annual status and financial report, closing their grants and triggering the third, reimbursement grant payment.

Table 6. Performance Benchmark and Payment Timeline

Implementation Grant Performance Benchmark Deadlines and Payment Sequence			
<i>Grant Milestone</i>	<i>Recipient Requirements</i>	<i>Deadline for Recipient Requirements</i>	<i>CDE Action (only if recipient requirements fulfilled within required timeframe)</i>
Grant approval	<ul style="list-style-type: none"> • Submission of high quality application • Annual Status and Financial Report submitted • SBE number received • School opening timeline submitted • School organizational and governance documents submitted • Contract standards submitted 	June 27, 2003	State Board of Education approval expected September 10-11, 2003. Award notices mailed in September 2003.
1st Grant Payment	<ul style="list-style-type: none"> • Sign and return Certification of Award and Assurances form • Complete and return budget revision, if requested 	Within approximately 30 days of grant award notification; October 2003	Release of 1 st grant payment of up to \$200,000
2nd Grant Payment	<ul style="list-style-type: none"> • Annual Status and Financial Report submitted • Verification of school operation • Staff verification • Student verification 	Within approximately 1 year of grant approval date; September 9, 2004	Release of 2 nd grant payment of up to \$180,000
Final Grant Payment	<ul style="list-style-type: none"> • Annual Status and Financial Report, articulating expenditure of all grant funds, completion of grant project, and API or Alternative Accountability System score, submitted 	September 30, 2005	Release of final (reimbursement) grant payment of up to \$20,000

Application Narrative

In addition to the general requirements described in “III. Application Format and Instructions” of the RFA, an applicant for an implementation phase grant will be expected to develop a proposal that comprehensively and clearly articulates a plan for implementing a new charter school. The following is a suggested outline of elements that should be addressed in the application narrative of an implementation phase grant. Although this format is not required, we believe it will help applicants address the required elements in the scoring rubric and assist the readers in their evaluation of proposals.

I. Innovative Vision

- Demographic characteristics and performance levels of the students to be served
- Characteristics of the communities in which these students live
- Modes and methods of instruction (e.g., site-based, home-based, combination)

- Broad, overall program goals
 - Philosophical, theory, and research base for charter school's vision
 - Educational objectives that will be accomplished through the charter school
 - A summary of what the charter hopes to achieve and how it will better serve students from what is available currently
 - Description of how the charter school will contribute to educational reform
- II. Educational Capacity
- Strategies and methods of learning and teaching based on rigorous academic state content standards
 - Curriculum aligned with state standards and benchmarks
 - Clear and *measurable* outcomes for student performance
 - Comprehensive student assessment program aligned with the charter school's educational program and student outcomes
 - Student performance and achievement data (including school STAR test data and Academic Performance Index as compared to other schools serving similar pupil populations), if available
 - Number and percentage of students participating in the statewide assessment tests (for charter schools that have been in operation at least one year)
 - Plans and resources for professional development
 - Expertise of personnel (management, certificated, classified)
 - Quality and level of student interaction with teachers (see EC § 47605(l))
- III. Business Capacity
- A comprehensive design for effective school functioning which supports the vision
 - A comprehensive budget, including cash flow projections, that demonstrates the fiscal viability of the school and an understanding of charter school funding [May use smaller than 12 pt. font for budget only.]
 - Description of the governance and management structure of the school, including leadership expertise, responsibilities and number of employees, as well as the role and responsibility of the authorizing public charter agency
 - Location of school, plans for school facilities maintenance, and resources to be used
 - Process (used) for recruiting qualified personnel
- IV. Collaboration and Networking Strategies
- Involvement of parents and other community members
 - Description of external partnerships
 - Plans for developing an effective school culture
 - Description of relationship with the authorized public chartering agency
 - External means of support (technical, financial, etc.) that enhances school's educational quality
 - Collective knowledge and experience of charter school operators
- V. Overall Program Evaluation
- All the organizational variables (educational capacity, business and organizational management capacity, collaboration and networking strategies), are clearly described and clearly support school's vision

- A comprehensive assessment program
- Goals and benchmarks for improved student learning
- Description of measurements used to evaluate success of charter program
- Description of self-monitoring and implementation of program changes where needed to effectively meet needs of students and staff and support vision
- Description of process used to identify specific implementation needs for developing the school; involvement of parents and other members of the community
- Description of how program needs align with the effective organizational variables of the school

VI. Grant Project Proposal

- Goals and objectives of grant project, by year
- Tangible work product(s) and activity(ies) to be performed with grant funds, by year
- Cost(s) for each work product and activity to be performed with grant funds, by year
- Use and impact of other funds for support of the project; identify source(s) and ongoing support, if available
- Timelines for completion of work product(s) and activity(ies), by year
- Individuals responsible for completion of work; expertise of those individuals, including their track records in developing and/or operating other successful charter schools (e.g. strong STAR results; balanced budget; stable, independent board of directors; low staff turnover; and audit reports free of exceptions and deficiencies)
- Procedure for monitoring progress and successful completion of the grant, and to effect changes when necessary, by year
- How grant funds will be used to fulfill the educational vision and objectives, and to support other variables of an effective school
- Adherence to grant requirements

2002 Charter Schools RFA Scoring Rubric IMPLEMENTATION PHASE GRANT

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>VISION Applicants have a clear and in depth understanding of the challenges faced by the students they are seeking to serve (or are serving).</p> <p>The vision meets the needs of the students the school seeks to serve, through a coherent school design.</p> <p>The applicants previously have been successful in helping educationally disadvantaged students meet academic state content standards.</p>	<p>-Applicants have a very complete and in depth understanding of the needs of the students they are seeking to serve (or are serving).</p> <p>- The applicants clearly articulate a vision of schooling that is standards-based and offers expanded options for educationally disadvantaged students. The applicants have a track record of success in helping educationally disadvantaged students meet rigorous academic state content standards.</p> <p>- The vision is dedicated to the achievement of high levels of student performance. It clearly convinces the reader that the school will help educationally disadvantaged children learn to rigorous academic state content standards.</p>	<p>- Applicants have a complete understanding of the students they are seeking to serve (or are serving).</p> <p>- The applicants articulate a vision of schooling that is standards-based, offering options for educationally disadvantaged students. The applicants have had some success in helping educationally disadvantaged students meet rigorous academic state content standards.</p> <p>- The vision is dedicated to student achievement. It convinces the reader that the school will help children learn to rigorous academic state content standards.</p>	<p>- Applicants have an incomplete understanding of the needs of the students they are seeking to serve (or are serving).</p> <p>- The applicants describe a limited, standards-based vision of schooling, offering limited options for educationally disadvantaged students.</p> <p>- The vision alludes to student achievement in a limited way. It does not fully articulate how the school will help children learn to rigorous academic state content standards.</p>	<p>-Applicants demonstrate little or no understanding of the students they are seeking to serve (or are serving).</p> <p>- The applicants have provided a very minimally or have not provided, a description of a standards-based vision of schooling, very minimally incorporating unique learning opportunities or options for students.</p> <p>- The vision does not, or very minimally, incorporate(s) student achievement. It does not convince the reader that the school will help children learn to rigorous academic state content standards.</p>

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>EDUCATIONAL CAPACITY (ABILITY TO SUSTAIN EXCELLENT TEACHING and LEARNING)</p> <p>The charter school has a comprehensive standards-based educational program, demonstrating its ability to sustain excellent teaching and learning, and features interaction between students and teachers (see EC § 47605(l)).</p> <p>Instructional methodologies and materials are based on research and proven, effective practice.</p> <p>Pupil outcomes and standards are clearly defined. The school uses rigorous academic state content standards to guide the work of students.</p>	<ul style="list-style-type: none"> - The educational program clearly aligns with and embodies the school's vision. - The standards-based educational program includes a rich repertoire of instructional strategies, curriculum, and materials. It ensures that students will have in-depth interaction with teachers (see EC § 47605(l)). - Every student is expected to meet rigorous academic state content standards, especially in the core curricular areas. The applicants have had success in other charter schools, aiding educationally disadvantaged students to meet rigorous academic state content standards. - The school clearly defines and articulates measurable goals and benchmarks for student performance. - The program has a strong student assessment component that aligns with the school's student outcomes and includes a variety of means to assess student progress, including the statewide assessment program. - Professional development activities are clearly aligned with rigorous academic state content standards. 	<ul style="list-style-type: none"> - The educational program aligns with the school's vision. <p>The standards-based educational program includes a variety of instructional strategies, curriculum, and materials. It ensures that students will have in-depth interaction with teachers (see EC § 47605(l)).</p> <ul style="list-style-type: none"> - Students are expected to meet high standards, especially in the core curricular areas. The applicants have had some success in other charter schools, aiding educationally disadvantaged students to meet rigorous academic state content standards. - The school defines and articulates measurable goals and benchmarks for student performance. - The program has a student assessment component that generally aligns with the school's student outcomes and includes some range of means to assess student progress, including the statewide assessment program. - Professional development activities are aligned with rigorous academic state content standards. 	<ul style="list-style-type: none"> - The educational program aligns, in a limited way, with the school's vision. - The standards-based educational program includes a variety of instructional strategies, curriculum, and materials. It ensures that students will have moderate interaction with teachers (see EC § 47605(l)). - Standards for student achievement are unclear, especially in the core curricular areas. - The school defines and articulates general goals and benchmarks for student performance. - The program has a limited student assessment component that may or may not align with the school's student outcomes and includes some range of means to assess student progress. - Professional development activities are limited. 	<ul style="list-style-type: none"> - The educational program does not, or very minimally, aligns with the school's vision. - The educational program includes a limited variety of instructional strategies, curriculum, materials, and technology. Proposal delineates shallow interaction between credentialed teachers and students. - There is little or no evidence of standards, measurable goals, or benchmarks for student performance. - There is a very minimal student assessment component. - There is little evidence of professional development activities.

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>BUSINESS CAPACITY (ABILITY TO MAINTAIN A WELL - MANAGED and FISCALLY SOUND ORGANIZATION)</p> <p>The charter school has a clear and cohesive business plan and management structure. School leadership and staff work together to support teaching and learning.</p> <p>Resources, including time, money, materials, and personnel are consistently used to support the school's educational mission.</p> <p>The plan demonstrates the school's ability to maintain a well-managed and fiscally sound organization.</p>	<ul style="list-style-type: none"> - The application clearly outlines a powerful and comprehensive business and management plan. - The school has a solid financial plan, including a balanced operating budget that demonstrates adequate cash and "working capital" resources to meet the school's expenses. - The school demonstrates that it has the capacity to implement (or continue) sound financial management practices. - The school has a clearly-defined managerial structure that includes an independent governing board, administrators, teachers, and staff (numbers, duties, and responsibilities). - It is clear that the business and management structure (budget, an organizational chart) supports the school's vision. - The administrative/business plan encompasses suitable facilities for the educational program, including capital improvements and maintenance. - The individuals/organization(s) responsible for the school's administrative functions are clearly well qualified. 	<ul style="list-style-type: none"> - The application outlines a comprehensive business and management plan. - The school has a financial plan that includes a balanced operating budget. - The school provides evidence of sound financial management practices. - The school has a structure that includes an independent governing board, administrators, teachers, and staff. - The business/management structure (budget, an organizational chart) is tied to the school's vision. - The administrative and business plan includes suitable facilities for the educational program. - The individuals/ organization(s) responsible for administrative functions relating to the school are generally qualified. 	<ul style="list-style-type: none"> - The application outlines a limited business and management plan. - There is evidence of a financial plan and an operating budget. - The school provides limited evidence of sound financial management practices. - There is some evidence of a managerial/governance structure. - The business/management structure is loosely tied to the school's vision. - The administrative/business plan refers to facilities. - There are limited and unconvincing references to the qualifications of individuals/organization(s) responsible for administrative functions. 	<ul style="list-style-type: none"> - There is little or no evidence of a business and management plan. - There is little or no evidence of a financial plan and/or an operating budget. - The school provides little or no evidence of sound financial management practices. - There is little or no evidence of a managerial and governance structure. - There is little or no evidence of a connection between the business structure and the school's vision. - The administrative and business plan makes little or no reference to facilities. - There are little, no, or unconvincing references to the qualifications of individuals/organization(s) responsible for administrative functions.

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>COLLABORATION and NETWORKING STRATEGIES (LEVEL of SUPPORT WITHIN the SCHOOL and THROUGH COMMUNITY PARTNERSHIPS)</p> <p>The school has integrated powerful and innovative networking strategies to ensure sustained systemic reform.</p> <p>The charter school has a high level of support within the school, from parents, and throughout the community. Supplied letters of support are from a variety of organizations/individuals.</p> <p>All members of the school community are actively engaged in the development of an effective school.</p> <p>Partnerships with other schools, community organizations, and support provider organizations collaborate and support each other's efforts to improve teaching and learning.</p>	<ul style="list-style-type: none"> - The school's overall organizational structure includes full and substantive participation by all key groups in the school community. - The school developed an effective school culture and shared vision, especially with and between staff and students and their families. Parents function in school leadership capacities. - Extensive partnerships have been formed with organizations outside of school (colleges or universities, school networks, business, and/or community partnerships) to support teaching and learning and to support the overall mission of the school. Supplied letters of support are from three different organizational and individual types. - Applicants have a positive relationship with their chartering agency. - The school's internal focus on educational quality is augmented with appropriate external support and participation with other schools and external groups. 	<ul style="list-style-type: none"> - The school's overall organizational structure includes participation by all key groups in the school community. - The school developed a school culture and shared vision. Parents have some influence in school policy and programs. - Partnerships have been formed with organizations outside of school to support teaching and learning in the school. Supplied letters of support are from two different organizational and individual types. - Applicants have a positive relationship with their chartering agency. - There is evidence that the educational quality of the schools is enhanced by participation with other schools and external groups. 	<ul style="list-style-type: none"> - The school's overall organizational structure includes participation by some key groups in the school community. - A limited school culture is described. Parental involvement focuses largely on fundraising. - Partnerships have been formed with organizations outside of school. Supplied letters of support are from one organizational or individual type. - Applicants have a minimal, distant relationship with their chartering agency. 	<ul style="list-style-type: none"> - The school's overall organizational structure includes little or no participation by key groups in the school community. - Little or no evidence of a school culture is described. Parents are involved only in support capacities. - Little or no evidence of partnerships being formed with organizations outside of school. No letters of support are supplied. - Applicants have a negative relationship with their chartering agency, or make no reference to a relationship at all.

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>THE CHARTER SCHOOL PROGRAM (VIABILITY of the OVERALL PROGRAM and ITS ABILITY to SELF-MONITOR PROGRESS TOWARD ESTABLISHED GOALS)</p> <p>The charter school is well-designed and well-organized for improving academic achievement and sustaining meaningful, educational innovation.</p> <p>All three organizational components of the school (educational program, business/management structure, collaboration and networking strategies) are interdependent and mutually supportive.</p> <p>The school has a comprehensive self-assessment and accountability plan that includes the evaluation of its academic program, student progress in completing the program, its viability as an organization and its faithfulness to the terms of its charter.</p>	<ul style="list-style-type: none"> - The application clearly outlines the three organizational components of the school (educational program, business/management structure, collaboration and networking strategies). - The application clearly links all three variables in a cohesive and comprehensive manner to the overall vision of the school. Each component clearly supports the others. - All three organizational variables clearly support student learning and the improvement of student performance. - The application identifies specific strategies for assisting students in reaching the school's academic goals. - The school systematically collects and analyzes data about student achievement and performance (including STAR test data and API rankings compared with similar pupil populations), monitors its overall progress, and adjusts its operations/structure in order to improve its effectiveness. 	<ul style="list-style-type: none"> - The application outlines the three organizational components of the school (educational program, business/management structure, collaboration and networking strategies). - The application links all three variables to the overall vision of the school. Each component supports the others. - The organizational variables support student learning and student performance. - The school collects and analyzes data about student achievement and performance (including STAR test data and API rankings compared with similar pupil populations), monitors its overall progress. 	<ul style="list-style-type: none"> - The application makes limited reference to the three organizational components of the school (educational program, business/management structure, collaboration and networking strategies). - The application somewhat links three variables to the overall vision of the school. - There is limited connection between the organizational variables and student learning. - There is limited evidence that the school collects student achievement to monitor its overall progress. 	<ul style="list-style-type: none"> - The application makes little or no reference to the three organizational components of the school (educational program, business/management structure, collaboration and networking strategies). - The application does not link the three variables to the overall vision of the school. - There is little or no evidence that the school collects student achievement to monitor its overall progress.

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>THE GRANT PROJECT PROPOSAL (SOUNDNESS of PLANNING for MAKING THE CHARTER SCHOOL OPERATIONAL)</p> <p>The overall grant application and grant project proposal is reasonable and viable.</p> <p>Project goals, objectives, and activities are highly linked to school's vision, philosophy, sustaining innovation, and change, and will lead to better student performance.</p> <p>The application convinces the readers that the project activities will be completed and that project goals will be accomplished.</p> <p>The project description includes an evaluation plan to guide and modify the project and to ensure that project goals are achieved.</p> <p>Activities funded by the grant are sustainable by the school after the end of the grant period.</p>	<ul style="list-style-type: none"> - The application clearly articulates the project's specific and concrete goals and objectives, and the basis for these objectives. - Proposed project goals and objectives are highly consistent with effective school change/improvement and the overall vision of the school. - The proposed activities for accomplishing these goals are specific and focused, and may be implemented effectively. - The budget and work timelines are detailed, and clearly consistent with the grant's performance benchmark deadlines. - The grant proposal is logical and highly convincing that the project objectives can be accomplished. - The staff and personnel and/or support organizations involved with the project are well qualified and will provide the expertise necessary to accomplish stated goals. -The applicants demonstrate prior experience in implementing successful charter schools (e.g. strong STAR results; balanced budget; stable, independent board of directors; low staff turnover; and audit reports free of exceptions and deficiencies). - The application includes strong project evaluation plan that outlines success indicators and multiple methods for evaluating the successful completion of each phase of the proposed grant project. - The completion of the proposed grant-funded activities will lead to improved student performance. 	<ul style="list-style-type: none"> - The application provided the project's specific and concrete goals and objectives, and the basis for these objectives. - Proposed project goals and objectives are consistent with school change/improvement. - The proposed activities for accomplishing these goals are focused enough to be implemented effectively. - The budget and work timelines are generally consistent with grant performance benchmark deadlines. - The grant proposal is convincing that the project objectives can be accomplished. <p>There is evidence that the staff and personnel and/or support organizations are generally qualified to accomplish stated goals.</p> <ul style="list-style-type: none"> - The applicants demonstrate some prior experience in implementing successful charter schools (e.g. strong STAR results; balanced budget; stable, independent board of directors; low staff turnover; and audit reports free of exceptions and deficiencies). - The application includes a project evaluation plan that outlines methods for evaluating the successful completion of each phase of the proposed grant project. - The completion of the proposed grant-funded activities is linked to improved student performance. 	<ul style="list-style-type: none"> - The application provided the project's goals and objectives. The basis for these objectives is unclear and unstated. - Proposed project goals and objectives have a limited connection to school improvement. - There is some evidence that the proposed activities can be implemented effectively. - The budget and work timelines may be consistent with grant performance benchmark deadlines. - The grant proposal gives evidence that the project objectives can be accomplished. - There is some evidence that the staff and personnel and/or support organizations are capable of accomplishing stated goals. - The application includes some evidence of an evaluation plan for each phase of the grant project. 	<ul style="list-style-type: none"> -The goals and objectives of the project are unclear. -There is little or no evidence that project goals and objectives are connected to school improvement. - There is little or no evidence that the proposed activities can be implemented effectively. - There is limited information about the budget and work timelines. - The grant proposal gives little or no evidence that the project objectives can be accomplished. - There is little or no evidence that the staff and personnel and/or support organizations are capable of accomplishing stated goals. - The application includes little or no evidence of an evaluation plan of the grant project.

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>THE GRANT PROPOSAL BUDGET (EFFECTIVENESS, EFFICIENCY, REASONABLENESS)</p> <p>The budget is well balanced, and covers the activities proposed in the grant application.</p> <p>The budget is healthy, relying on grant funds only for project expenses.</p> <p>The budget does not violate federal law or state guidelines.</p> <p>Per pupil costs are reasonable and equitable.</p>	<ul style="list-style-type: none"> - The budget expenses are clearly linked to the priorities, activities, and timelines described in the application narrative. - The budget shows a variety of expenses that clearly cover the range of project activities and describes major costs by year. - The budget shows that grant funds will be used only for project costs, or the need is convincingly justified by grant program guidelines. - Grant funds are not used to purchase land or facilities. Rent/lease payments are restricted to first and last month's rent and/or an initial deposit, or are convincingly justified according to grant program guidelines. Site improvements and/or remodeling are restricted to projects bringing the site up to code or Americans with Disabilities Act compliance, or are tied to specific educational programs. - Per pupil costs convince us that expenditures are reasonable. - Non-grant resources are thoroughly described, if needed to support or complete the project. 	<ul style="list-style-type: none"> - The budget expenses are linked to the priorities, activities, and timelines described in the application narrative. - The budget is weighted towards a few expenses, covers project activities, and describes major costs by year. - The budget shows that grant funds will be used only for start-up and/or project costs, or the need is reasonably justified by grant program guidelines. - Grant funds are not used to purchase land or facilities. Rent/lease payments are restricted to first and last month's rent and/or an initial deposit, or are convincingly justified according to grant program guidelines. Site improvements and/or remodeling are restricted to projects bringing the site up to code or Americans with Disabilities Act compliance, or are tied to specific educational programs. - Per pupil expenditures are slightly unreasonable and show a need to make minor programmatic, administrative, or fiscal changes. - Non-grant resources are reasonably described, if needed to support or complete the project. 	<ul style="list-style-type: none"> - The budget expenses are somewhat linked to the priorities, activities, and timelines described in the application narrative. - The budget is weighted towards a few expenses, somewhat covers project activities, and describes major costs by year. - The budget shows that grant funds will be used only for start-up and/or project costs, or the need is fairly justified by grant program guidelines. - Grant funds are not used to purchase land or facilities. Rent/lease payments are restricted to first and last month's rent and/or an initial deposit, or are convincingly justified according to grant program guidelines. Site improvements and/or remodeling are restricted to projects bringing the site up to code or Americans with Disabilities Act compliance, or are tied to specific educational programs. - Per pupil expenditures are somewhat unreasonable and show a need to make minor programmatic, administrative, or fiscal changes. - Non-grant resources are somewhat described, if needed to support or complete the project. 	<ul style="list-style-type: none"> - The budget expenses are marginally, or not, linked to the priorities, activities, and timelines described in the application narrative. - The budget is weighted towards a few expenses, marginally covers project activities, and doesn't describe major costs by year. - The budget shows that grant funds will be used for daily operating expenses, but does not strongly justify doing so by grant program guidelines. - Grant funds are used to purchase land or facilities. Rent/lease payments exceed first and last month's rent and/or an initial deposit, and are not justified by grant program guidelines. Site improvements and/or remodeling fall outside of bringing the site up to code or Americans with Disabilities Act compliance, or are not tied to specific educational programs. - Per pupil expenditures are unreasonable and show a strong need to make large programmatic, administrative, or fiscal changes. - Non-grant resources are marginally, or not, described, if needed to support or complete the project.

DISSEMINATION GRANTS

Pullout Section

California Public Charter Schools Grant Program Dissemination Grant Section

Purpose

Dissemination grants are intended to distribute “best practices” information and assistance from successful, established charter schools to a wide audience of public charter school developers and operators, traditional public school educators and personnel, and others. Dissemination grant recipient schools should be avenues of educational reform and choice, offering more students the opportunity to learn to rigorous academic state content standards.

General Requirements

Please refer to Sections I through III and Appendix A of this application packet for general instructions, application requirements, and forms.

Dissemination Requirements

Dissemination grant applicants must include three one-page letters of support for their project. At least one letter must be from a potential beneficiary (not a grant applicant, co-applicant, or potential project partner). The other two letters may be from potential beneficiaries, charter-authorizing agencies, satisfied parents, or others. The purpose of these letters is to show need and interest on the part of dissemination grant beneficiaries in the dissemination projects being proposed. These letters are in addition to the 14-page application narrative.

In addition, applicants for dissemination grants may, but are not required to, meet the following condition:

- **Project Concept Paper-** No later than one month before the dissemination grant deadline dates, applicants may, but are not required to, submit a concept paper of their proposed project to the California Department of Education (CDE). The purpose of the concept paper is for the applicant to receive informal feedback from CDE staff regarding the scope and content of the proposed dissemination project before the final proposal is completed and submitted. Feedback will be provided on a first-come, first-served basis. The concept paper should be no more than two pages in length, and briefly describe the project, focusing primarily on the content in items II through IV of the outline below.

Eligible Applicants

Charter schools that have been in operation for at least three consecutive years are eligible to apply for a dissemination grant. For this cycle, a charter school must have begun serving students by September 9, 2000, in order to be eligible. Eligible schools must also have an audit report filed with CDE free of exceptions and deficiencies, and have demonstrated overall success to apply for a dissemination grant. According to federal law, “overall success” of a charter school includes:

- Substantial progress in improving student achievement;
- High levels of parent satisfaction; and
- The management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.

In California, “substantial progress in improving student achievement” shall be documented in the application. Prospective dissemination grant applicants are urged to review their school’s Student Testing and Reporting (STAR) program and Academic Performance Index (API) scores (see the CDE DataQuest Web page at <<http://data1.cde.ca.gov/Dataquest>> for school scores), prior to submitting a concept paper or grant application, to ascertain whether their school meets one of the quantifiable eligibility measures below:

- The school’s most recent API similar schools score is 5 or above; or
- The school’s most recent base API score is 750 or above; or
- The school most recently met both their Comparable Improvement and Schoolwide API growth targets; or
- The school’s most recent STAR program summary data shows a 10 percent combined math and reading increase from its prior year STAR program summary data.

Applications that do not indicate year-to-year progress in student achievement, as measured by the STAR program and/or the API and specified through the above criteria, will not be eligible for a dissemination grant.

A charter school may receive a dissemination grant whether or not it has previously received a start-up (planning phase and/or implementation phase) grant. A charter school may only receive one dissemination grant under this program.

Partner Schools

Collaboration and partnerships are encouraged in developing dissemination activities. The following describes possible types of partnerships that may be undertaken for dissemination grants.

- A single, eligible charter school may apply under one single grant application and one grant award to develop and disseminate sound practices to one or more public schools (charter and traditional).
- Eligible assisting charter schools may apply in partnership with one or more charter schools under one single grant application and one grant award to develop and disseminate sound practices to schools within and outside of the partnership.
- Eligible charter schools may apply individually and work as a collaborative under one grant project with separate awards to develop and disseminate cooperatively developed, successful practices for dissemination to schools outside of the collaborative.
- Eligible charter schools may apply individually, or may co-apply with other eligible charter schools, to partner with County Offices of Education or non-profit organizations to provide training and staff development, to develop resource networks, and to disseminate reform models, best practices, and other information and assistance to non-grant recipient charter and traditional public schools.

Funding Level

Dissemination grants are awarded in amounts up to up to \$200,000, conditioned on whether grant recipients complete performance benchmarks by scheduled deadlines. **Grant recipients who do not meet performance benchmarks by scheduled due dates are ineligible for**

further payments and may be billed for funds received. Grant awards may be adjusted at the discretion of the reviewers to more accurately reflect reasonable project scope and costs.

Permissible Use of Funds

Each charter school receiving a dissemination grant is required to use such funds to develop and disseminate information about successful practices in a charter school. According to federal law, a charter school may use dissemination grant funds to assist other schools in adapting the charter school's program (or certain aspects of the charter school's program), or to disseminate information about the charter school, through such activities as:

- Assisting other individuals with the planning and start-up of one or more new public schools, including charter schools, **that are independent of the assisting charter school and the assisting charter school's developers**, and that agree to be held to at least as high a level of accountability as the assisting charter school;
- Developing partnerships with other public schools, including charter schools, designed to improve student performance in each of the schools participating in the partnership;
- Developing curriculum materials, assessments, and other materials that promote increased student achievement and are based on successful practices within the assisting charter school;
- Conducting evaluations and developing materials that document the successful practice of the assisting charter school and that are designed to improve student performance in other schools; and

Length of Grant Awards

The maximum length of a dissemination grant project is 24 months, beginning the date the State Board of Education (SBE) approves CDE's list of recommended awardees. Applicants can propose a shorter project period.

Required Workproducts

Dissemination grant recipients are required to submit, in order to be eligible for continued funding, an annual financial and status report within 12 months of the grant beginning date (the date the SBE approves the identities of grant award winners). By the grant ending date (24 months from the beginning date of the grant), recipients are required to have spent all grant funds awarded and have completed all grant activities proposed within the grant application. By September 30, 2005, recipients must submit a second, and final, annual status and financial report, and a Final Workproduct, supplying documentary evidence that they completed the activities they proposed in their grant applications, closing their grants and triggering third, reimbursement grant payment.

Table 7. Performance Benchmark and Payment Timeline

Dissemination Grant Performance Benchmark Deadlines and Payment Sequence			
<i>Grant Milestone</i>	<i>Recipient Requirements</i>	<i>Deadline for Recipient Requirements</i>	<i>CDE Action (only if recipient requirements fulfilled within required timeframe)</i>
Grant approval	<ul style="list-style-type: none"> Submission of high quality application 	June 27, 2003	State Board of Education approval expected September 10-11, 2003. Award notices mailed in September 2003.
1st Grant Payment	<ul style="list-style-type: none"> Sign and return Certification of Award and Assurances form Complete and return budget revisions, if requested 	Within approximately 30 days of grant award notification; October 2003	Release of 1 st grant payment of up to \$100,000
2nd Grant Payment	<ul style="list-style-type: none"> Annual Status and Financial Report submitted 	Within approximately 1 year of grant approval date; September 9, 2004	Release of 2 nd grant payment of up to \$90,000
Final Grant Payment	<ul style="list-style-type: none"> Annual Status and Financial Report, articulating expenditure of all grant funds and completion of grant project, submitted Final Workproduct submitted 	September 30, 2005	Release of final (reimbursement) grant payment of up to \$10,000

The federal government holds copyright to work developed under Public Charter School Grant Program grants, contracts under Public Charter School Grant Program grants, and copyrights purchased with grant support. [34 CFR 80.34]

Application Narrative

In addition to the general requirements described in “III. Application Format and Instructions” of the RFA, the following is a suggested outline of elements that should be addressed in the application narrative of a dissemination grant. Although this format is not required, we believe it will help applicants address the required elements in the scoring rubric and assist the readers in their evaluation of proposals.

I. Description of the Charter School and Evidence of Overall School Success

A. Baseline Information

- How the school was established
- Number of years the charter school has been in operation
- Number and grade levels of pupils served
- Demographic characteristics and performance levels of the students
- Characteristics of the community in which these students live

B. The Charter School's Educational Vision

- Philosophy, theory and overall program goals
- Modes and methods of instruction (e.g. site-based, home-based, combination)
- Specific educational objectives that have been accomplished through the school

C. Educational Capacity of the School

- Use of innovative strategies and proven methods of learning and teaching
- Student performance and achievement data (including school STAR test data and API as compared to other schools serving similar pupil populations)
- Number and percentage of students participating in the statewide assessment tests
- Evidence of substantial *progress* in improving student achievement (including evidence of improvement on STAR within the school)
- Other measures of academic success

- D. Business and Organizational Management Capacity of the School
 - Evidence of the overall fiscal viability of the school
 - Effective governance and administrative structure
 - Evidence of overall stability (facilities, management and leadership, audit reports)
- E. Collaboration and Networking Partnerships
 - Evidence of successful collaboration within the school
 - Evidence of collaboration and partnerships with other organizations outside of the school
 - Evidence of positive role and relationship with authorizing agency
- F. Other Indicators of Success
 - Level of parent satisfaction
 - Level of satisfaction of authorizing agency (renewals, evaluations)
 - Growth in student population or verifiable expressed interest in attending
 - Program expansion

II. Description of a High Quality Dissemination Project

- A. Description of Targeted Organizational Component Area(s)
 - Organizational Component Area(s) (educational program, business/management structure, partnership and/or collaboration) targeted for the dissemination activity or product
 - Specific element(s) within that Organizational Component Area(s) (curriculum, assessment, finance, governance, community relations, professional development, etc.) that will be the focus of the activity(ies) or product(s)
 - School success in targeted project area
- B. Description of the Overall Dissemination Project (see Permissible Use of Funds)
 - Summary of project plan (including project timeline)
 - The product or project that will result from the grant
 - The process for developing or refining the product or project to be disseminated
 - Project scope, including the number and types of schools and students that will benefit from the project
 - Strategies for outreach to potential recipients of the dissemination project
 - The process for dissemination
 - Method of dissemination, including any use of statewide technical assistance organization(s) in the dissemination project, especially those that will aid in reaching traditional public schools
 - How grant funds will be used to complete the project
- C. Specific Grant Project Goals and Objectives
 - Clearly stated goals and objectives
 - Tangible work product or activity at the end of the project
 - Individuals responsible for completion of work (including collaborators or contractors)
 - Method and ability of applicant and recipient schools to sustain the benefit of the project after the grant period

III. Viability of the Project and Soundness of Planning

A. Evidence of the School's Ability to Succeed in the Proposed Project

- Specific evidence of the school's success in the project area(s) and particularly with that element(s)
- Evidence of success with the specific product(s) or activity(ies) to be disseminated
- Evidence of past collaboration with other educational agencies, including other charter schools and other traditional public schools to develop and disseminate good practice
- Evidence of expertise at the school to implement the proposal
- Identification of any outside expertise that will be used to develop or implement the project

B. Planning and Assessment and Procedures for Monitoring Project Goals

- Timeline for completion of specific tasks and how progress will be monitored
- Process for how the grant money will be spent and reasonableness of the grant budget in relation to the proposed activities and timeline
- Procedure for evaluating quality of work at each phase and project completion
- Adherence to grant requirements
- Process for receiving feedback from recipients and assessing the value of the project for the recipients

C. Partner Schools (If applying jointly or as part of a collaborative)

- Qualifications of the partner schools that will be assisting the applicant in carrying out grant project goals
- The respective role of each applicant
- The process of collaboration among the joint applicants

IV. Value of the Dissemination Project

A. Benefit of the project to the applicant school and the educational community in general

- Justification of need for the project to applicant and potential recipients
- Value of the product(s) or activity(ies) to educational reform and the charter school movement
- A description of the unmet need in the applicant school and education community that this project will meet
- How the project will improve student performance and/or improve educational accountability in the applicant and recipient schools

B. Benefit of the project to the specific recipient of the project

- Evidence of need for the specific activity or project to be disseminated (may include up to three letters of support from potential recipients of the proposed project)

- Characteristics of specific school(s) and/or organizations receiving dissemination activities (target of dissemination activities)
- Estimated number of students/schools benefiting from project
- How the project will improve student performance and/or improve educational accountability of the applicant and the recipient schools

2002 Charter Schools RFA Scoring Rubric DISSEMINATION GRANT

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>THE CHARTER SCHOOL PROGRAM (OVERALL VIABILITY and SUCCESS of the CHARTER SCHOOL)</p> <p>The school creates and sustains a coherent and cohesive learning community that has led to substantial progress in improving student performance.</p> <p>Program success is measured by a variety of methods, including statewide measures, and the school clearly documents its progress towards state standards and the goals specified in its charter.</p> <p>The school has a comprehensive accountability plan that ensures a strong academic program and sound organizational and fiscal practices and evaluates the school's faithfulness to the terms of its charter.</p> <p>The charter school has established a high level of involvement and support within the school and throughout the community. It has established partnerships with other schools, community organizations, and support provider organizations to collaborate and support each other's efforts to improve teaching and learning.</p>	<p>The school has been successful in providing unique learning opportunities and expanded options for educationally disadvantaged students. The school's standards-based educational program includes a rich repertoire of instructional strategies.</p> <p>The school meets rigorous state standards in all curricular areas and measures student success through a wide variety of assessment measures.</p> <p>There is clear and convincing evidence that STAR test results are at or above scores for similar pupil populations and that scores at the school have improved over time. All students take the statewide tests.</p> <p>There is clear and convincing evidence that the school meets or exceeds growth targets on the API or Alternative Accountability System.</p> <p>There is clear data that the parents are satisfied.</p> <p>There is convincing evidence that the school has historically been (and will continue to be) fiscally and operationally sound and that a clearly defined and stable governance/administrative structure supports the goals of the charter.</p> <p>There is convincing evidence that the charter school has and will continue to provide a stable learning environment for its students (suitable facilities, experienced/qualified teaching and administrative staff).</p> <p>The school's overall organizational structure includes full and substantive participation by all key groups in the school community.</p> <p>Extensive partnerships have been formed with organizations outside of school (colleges or universities, school networks, business, and/or community partnerships) to support teaching and learning and to support the overall mission of the school.</p>	<p>The school has provided options for educationally disadvantaged students that include a variety of instructional strategies.</p> <p>There is evidence that students in the school meet rigorous state standards in the core curricular areas. Students in the school participate in multiple assessment measures.</p> <p>There is evidence that STAR test results are at or above scores for similar pupil populations and that scores at the school have improved over time.</p> <p>There is evidence that the school meets or exceeds growth targets on the API or Alternative Accountability System.</p> <p>There is evidence that parents are satisfied.</p> <p>There is evidence that the school is fiscally and operationally sound and that the governance/administrative structure supports the goals of the charter.</p> <p>There is evidence that the charter school provides a stable learning environment for its students (suitable facilities, experienced/qualified teaching and administrative staff).</p> <p>Collaboration exists within the school and partnerships have been formed with organizations outside of school to support teaching and learning in the school.</p>	<p>The school offers limited learning opportunities and educational options for students.</p> <p>There is some evidence that students are making progress towards reaching state standards.</p> <p>The program has a student assessment component.</p> <p>There is evidence that STAR test results are comparable to scores for similar pupil populations and the scores at the school have remained stable or improved over time.</p> <p>There is some evidence that the school meets growth targets on the API or Alternative Accountability System.</p> <p>There is some evidence that parents are satisfied. The data provided may be unclear.</p> <p>It is unclear if the school is fiscally or operationally sound or if governance/administrative structure is effective.</p> <p>The application states that the charter school provides a stable learning environment for its students. The evidence may be unclear.</p> <p>The charter school has developed limited networking strategies and has formed a few partnerships.</p>	<p>There is little or no evidence that the school offers unique learning opportunities or expanded educational options for students.</p> <p>There is a very minimal student assessment component and little evidence that the students are making progress in achievement.</p> <p>There is little or no evidence that STAR test results are comparable to scores for similar pupil populations or that the scores at the school have remained stable.</p> <p>There is little or no evidence that the school meets growth targets on the API or Alternative Accountability System.</p> <p>There is little or no evidence of parent satisfaction with the school.</p> <p>The application provides little or no evidence that the school is fiscally or operationally sound or that the governance/administrative structure is effective.</p> <p>There is little or no evidence of collaboration within the school or of partnerships being formed with organizations outside of school.</p>

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>QUALITY of the DISSEMINATION PROJECT, PRODUCT(S) or ACTIVITY(IES)</p> <p>The product or activities are clearly tied to elements within the key organizational components of the school and will significantly enhance the capacity of other charter and traditional public schools.</p> <p>The charter school proposes a thoughtful, clear process to prepare the product(s) or activity(ies) for dissemination to a wide variety of schools that includes the roles of various players.</p> <p>The project plan describes a cohesive process, budget, and timeline for the completion of the project.</p> <p>Project objectives and outcomes are clearly stated in measurable terms.</p> <p>The project scope includes a description of the potential recipients of the dissemination activity and outreach activities to identify recipients and the method of dissemination.</p> <p>The proposal describes how the benefit of the project will be sustainable for the applicant and recipients beyond the period of the grant.</p>	<p>The product/activity to be disseminated is clearly linked to one or more of the organizational components of the school (educational program, business/management structure, collaboration and networking strategies).</p> <p>The project summary describes a clear process by which the school and its partners will refine and/or prepare the product/activities for dissemination to other charter and traditional public schools.</p> <p>The overall project proposal is clear and well planned. Timeline and budget are well linked to the proposal. (Project scope is reasonable in relation to the time line and budget.)</p> <p>The project plan clearly describes the work product that will result from the grant and the individuals responsible for each component of the project.</p> <p>The application clearly articulates the specific and concrete goals and objectives of the project and the basis for these objectives.</p> <p>The process and method for dissemination are clearly articulated. Including a process for outreach to identify and engage recipient schools.</p> <p>The proposal provides a clear plan or description of how the benefit of the project will be sustainable for the applicant and recipients beyond the period of the grant.</p>	<p>The product/activity to be disseminated is linked to one or more of the organizational components of the school (educational program, business/management structure, collaboration and networking strategies).</p> <p>The project summary describes a process by which the school and its partners will refine and/or prepare the product/activities for dissemination to other charter and traditional public schools.</p> <p>The overall project proposal is clear and well planned. Timeline and budget are linked to the proposal. (Project scope is reasonable in relation to the time line and budget.)</p> <p>The project plan describes the work product that will result from the grant and the individuals responsible for each component of the project.</p> <p>The application articulates the specific goals and objectives of the project and the basis for these objectives.</p> <p>The process and method for dissemination includes a process for outreach to identify and engage recipient schools.</p> <p>The proposal describes how the benefit of the project will be sustainable beyond the period of the grant.</p>	<p>The product/activity to be disseminated is somewhat linked to one or more of the organizational components of the school (educational program, business/management structure, collaboration and networking strategies).</p> <p>The project summary generally describes a process by which the school will refine and/or prepare the product/activities for dissemination to other charter and traditional public schools.</p> <p>The overall project proposal is somewhat general. Timeline and budget are generally linked to the proposal. (Project scope is reasonable in relation to the time line and budget.)</p> <p>The project plan generally describes the work product that will result from the grant and the individuals responsible for the project.</p> <p>The application articulates general goals and objectives of the project.</p> <p>The process and method for dissemination are somewhat broad. There is little reference to outreach to identify and engage recipient schools.</p> <p>The proposal makes broad reference to how the benefit of the project will be sustainable beyond the period of the grant.</p>	<p>The product/activity to be disseminated is not linked to one or more of the organizational components of the school (educational program, business/management structure, collaboration and networking strategies).</p> <p>The project summary vaguely describes process by which the school will refine and/or prepare the product/activities for dissemination to other charter and traditional public schools.</p> <p>The overall project proposal is somewhat vague. Timeline and budget are not well linked to the proposal. (Project scope is unclear or not reasonable in relation to the time line and budget.)</p> <p>The project does not clearly describe the work product that will result from the grant or the individuals responsible for the project.</p> <p>The goals and objectives are vague or not articulated in the application.</p> <p>The process and method for dissemination are vague. There is little or no process for outreach to identify and engage recipient schools.</p> <p>The proposal does not describe how the benefit of the project will be sustainable beyond the period of the grant.</p>

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>VIABILITY OF GRANT PROJECT PROPOSAL (SOUNDNESS of PLANNING for DISSEMINATING BEST PRACTICE)</p> <p>The school has had success with the organizational component that is the subject of the project and the applicant's proposed project goals and objectives are consistent with the applicant's proven, successful practices.</p> <p>The applicant has had successful partnerships with other organizations in development and dissemination of sound practices.</p> <p>The proposal identifies key players and their respective roles with the necessary expertise to successfully implement the project.</p> <p>The overall grant application and grant project proposal is reasonable and viable. Timelines and budget are thorough and reasonable.</p> <p>The method for disseminating is appropriate to the specific information to be disseminated, including appropriate networking strategies to disseminate to the targeted recipients.</p> <p>The project has a monitoring and evaluation plan to ensure that project goals are achieved and that recipients provide feedback. Activities funded by the grant are sustainable by the school after the end of the grant period.</p>	<p>There is strong, convincing evidence that the school has had great success with the organizational component that is the subject of the project.</p> <p>The project goals and objectives are consistent with the applicant's proven, successful practices.</p> <p>The applicant has had successful partnerships with other schools in the development of and in the dissemination of sound practice.</p> <p>The personnel and/or partner organizations involved with the project are well qualified and will provide the expertise necessary to accomplish stated goals.</p> <p>There is strong evidence that "partner" schools or organizations are willing to work with and assist the applicant in accomplishing grant goals and activities.</p> <p>The proposed method(s) for disseminating information (videos, workshops, conferences, web site, listserv, etc.) is the most appropriate and effective means of sharing the type of activity(ies) or product(s).</p> <p>The budget and work timelines are detailed, realistic and consistent with the plan. Process for spending funds is clear.</p> <p>The proposal describes a thorough process for feedback and assessment from the recipients of the project.</p> <p>The application includes a strong project evaluation plan, which outlines success indicators and multiple methods for evaluating the successful completion of the project.</p>	<p>There is convincing evidence that the school has had success with the organizational component that is the subject of the project.</p> <p>The project goals and objectives are consistent with the applicant's successful practices.</p> <p>The applicant has had some partnerships with other schools in the development of and in the dissemination of sound practice.</p> <p>The personnel and/or partner organizations involved with the project appear qualified to accomplish stated goals.</p> <p>There is some evidence that "partner" schools or organizations are willing to work with and assist the applicant in accomplishing grant goals and activities.</p> <p>The proposed method(s) for disseminating information (videos, workshops, conferences, etc.) is appropriate and effective for sharing the type of activity(ies) or product(s).</p> <p>The budget and work timelines are realistic and consistent with the plan. Process for spending funds is described.</p> <p>The proposal describes a process for feedback and assessment from the recipients of the project.</p> <p>The application includes a project evaluation plan, which outlines success indicators and methods for evaluating the successful completion of the project.</p>	<p>There is some evidence the school has had some success with that organizational component that is the subject of the project.</p> <p>The project goals and objectives are generally consistent with the applicant's practices.</p> <p>The applicant has had limited partnerships with other schools in the development of and in the dissemination of sound practice.</p> <p>The personnel involved with the project appear competent to complete the project.</p> <p>The applicant describes "partner" schools or organizations that may be willing to work with and assist the applicant.</p> <p>The proposed method(s) for disseminating information appears appropriate for the type of activity(ies) or product(s).</p> <p>The budget and work timelines are generally consistent with the plan. Process for spending funds is described.</p> <p>The proposal has a limited process for feedback and assessment from the recipients of the project.</p> <p>The application includes a limited plan for evaluating the successful completion of the project.</p>	<p>There is limited evidence that the school has had success with the organizational component that is the subject of the project.</p> <p>The project goals and objectives are not clear.</p> <p>The applicant has had few or no partnerships with other schools in the development of and in the dissemination of sound practice.</p> <p>The personnel involved with the project have limited expertise necessary to accomplish stated goals.</p> <p>There are limited "partner" schools or organizations identified, and little or no evidence of their support.</p> <p>The proposed method(s) for disseminating information (videos, workshops, conferences, etc.) is not clearly appropriate and effective in sharing the type of activity(ies) or product(s).</p> <p>The budget and work timelines are vague. Process for spending funds is unclear.</p> <p>The proposal has no process for feedback and assessment from the recipients of the project.</p> <p>The application evaluation plan is vague and provides little or no means of evaluating the successful completion of the project.</p>

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>VALUE OF THE DISSEMINATION PROJECT PROPOSAL (EXTENT to WHICH THE PROJECT WILL SHARE BEST and PROMISING PRACTICES WITH OTHER PUBLIC SCHOOLS [charter and traditional])</p> <p>The dissemination project proposes unique, innovative educational and/or organizational approaches or solutions that have not been addressed in the education or charter community.</p> <p>The project scope identifies the target of the activity and how the project will meet the needs of the students in the recipient schools, especially educationally disadvantaged students.</p> <p>Project goals, objectives, and activities are highly linked to disseminating best or promising practices of the charter school to other public schools, both charter and traditional.</p> <p>The dissemination project will implement powerful and expansive networking strategies to ensure sustained, systemic reform.</p> <p>The educational quality of all of the schools involved in the project will be enhanced through the project.</p>	<p>The application is clearly convincing that the proposal focuses on an area of need in the education or charter community that has not been and cannot be met through other sources.</p> <p>Proposed project goals and objectives are highly consistent with effective school change/improvement and the proposal is convincing that it will assist charter and traditional public schools in improving student performance.</p> <p>The application is clearly convincing that the product(s)/activity(ies) to be disseminated has relevance and value to applicant and recipient schools and will increase the effectiveness of charter and traditional public schools in educating educationally disadvantaged students.</p> <p>The proposal clearly describes the target recipients and is convincing that assistance is needed and desired by the target recipient.</p> <p>The proposed project will affect a significant number of schools and will benefit a significant number of educationally disadvantaged students geographically located throughout the state relative to the grant funding request.</p> <p>The application is clearly convincing that the completion of the proposed grant-funded activities will lead to the improved performance of educationally disadvantaged students.</p>	<p>The application is convincing that the proposal focuses on an area of need in the education or charter community.</p> <p>Proposed project goals and objectives are generally consistent with effective school change/improvement and will assist charter and traditional public schools in improving student performance.</p> <p>The application is generally convincing that the product(s)/activity(ies) to be disseminated has relevance and value to applicant and recipient and will increase the effectiveness of charter and traditional public schools in educating educationally disadvantaged students.</p> <p>The proposal describes the target recipients and describes why assistance is needed and desired by the target recipient.</p> <p>The proposed project will affect schools and will benefit educationally disadvantaged students geographically located throughout the state relative to the grant funding request.</p> <p>The application is generally convincing that the completion of the proposed grant-funded activities will likely lead to improved student performance of educationally disadvantaged students.</p>	<p>The proposal focuses on an area of need in the education or charter community.</p> <p>Proposed project goals and objectives are somewhat consistent with effective school change/improvement and the project may assist schools in improving student performance.</p> <p>The product(s)/activity(ies) to be disseminated may have some relevance and value to the applicant and recipient schools and may increase the effectiveness of these schools.</p> <p>The proposal vaguely defines the target recipients.</p> <p>The proposed project may affect some schools and may benefit some students.</p> <p>The completion of the proposed grant-funded activities may lead to some improved student performance.</p>	<p>The application is not convincing that the proposal focuses on an area of need in the education or charter community.</p> <p>Proposed project goals and objectives are not linked to effective school change/improvement and are not convincing that the project will improve student performance.</p> <p>The application is not convincing that the product(s)/activity(ies) to be disseminated has relevance and or value to schools or will increase the effectiveness of schools.</p> <p>The proposal does not define the target recipients or is not convincing that assistance is needed and desired by the target recipient.</p> <p>The proposed project may affect a limited number of schools and may benefit a small number of students relative to the grant request.</p> <p>The application is not convincing that proposed activities will lead to improved student performance.</p>

Evaluation Criteria	Score 4 for the Proposal which makes a STRONG case in the following areas	Score 3 Commendable	Score 2 Limited	Score 1 Minimal
<p>THE GRANT PROPOSAL BUDGET (EFFECTIVENESS, EFFICIENCY, REASONABLENESS)</p> <p>The budget is well balanced, and covers the activities proposed in the grant application.</p> <p>The budget is healthy, relying on grant funds only for project expenses.</p> <p>The budget does not violate federal law or state guidelines.</p> <p>Per pupil costs are reasonable and equitable.</p>	<p>The budget expenses are clearly linked to the priorities, activities and timelines described in the application narrative.</p> <p>The budget shows a variety of expenses that clearly cover the range of project activities and describes major costs by year.</p> <p>The budget shows that grant funds will be used only for project costs, or the need is convincingly justified by grant program guidelines.</p> <p>Grant funds are used only for allowable expenses.</p> <p>Per pupil costs convince the reader that expenditures are reasonable.</p> <p>Non-grant resources are thoroughly described, if needed to support or complete the project.</p>	<p>The budget is reasonably linked to the priorities, activities and timelines described in the application narrative.</p> <p>The budget is weighted towards a few expenses, covers project activities, and describes major costs by year.</p> <p>The budget shows that grant funds will be used only for start-up and/or project costs, or the need is reasonably justified by grant program guidelines.</p> <p>Grant funds are used only for allowable expenditures</p> <p>Per pupil expenditures are unreasonable, but may show a need to make minor programmatic, administrative or fiscal changes.</p> <p>Non-grant resources are reasonably described, if needed to support or complete the project.</p>	<p>The budget expenses are somewhat linked to the priorities, activities and timelines described in the application narrative.</p> <p>The budget is weighted toward a few expenses, somewhat covers project activities, and describes major costs by year.</p> <p>The budget shows that grant funds will be used only for project costs, or the need is fairly justified by grant program standards. purchase land or facilities.</p> <p>Grant funds are used only for allowable expenditures.</p> <p>Per pupil expenditures are somewhat unreasonable, and show a substantive need to make moderate programmatic, administrative, or fiscal changes.</p> <p>Non-grant resources are somewhat described, if needed to support or complete the project.</p>	<p>The budget expenses are marginally, or not, linked to the priorities, activities and timelines described in the application narrative.</p> <p>The budget is weighted toward a few expenses, marginally covers project activities, and doesn't describe major costs by year.</p> <p>The budget shows that grant funds will be used for daily operating expenses, but does not strongly justify doing so by grant program standards.</p> <p>Grant funds are used to purchase land or facilities. Rent/lease payments exceed first and last month's rent and/or an initial deposit, and are not justified by grant program standards. Site improvements and/or remodeling projects fall outside of bringing facility up to code or Americans with Disabilities Act compliance, or are not tied to specific educational programs.</p> <p>Per pupil expenditures are unreasonable and show a strong need to make large programmatic, administrative or fiscal changes.</p> <p>Non-grant resources are marginally, or not, described, if needed to support or complete the project.</p>